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ABSTRACT

This is the second of three annual evaluation reports of the Georgia Life Skills for Mental Health program, a primary prevention program for alcohol and drug abuse which utilizes community mental health agencies as the link between program sponsors and public schools. This report is designed to document the program evaluation progress, inform the funding source of the project's progress, and accomplish general dissemination of preliminary findings. The evaluation is organized into three sections: (1) Second Year Accomplishments includes objectives and activities undertaken to accomplish them; (2) Accomplishments Planned for Third Year details future activities and target objectives; and (3) Work in Progress describes all fourth-quarter products, reports still in progress, and results of the second year work in terms of the overall project. This report concerns program effects on participating teachers and their students. Findings of teacher workshop observations are discussed, and follow-up instruments developed to provide feedback on workshop effectiveness are included. Instrumentation to measure all student and teacher outcomes is presented along with data analyses of pilot and pre-testing. (NRB)

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IMPACTS OF A GEORGIA DRUG ABUSE PREVENTION PROGRAM

(An Evaluative Research Study of the Georgia
Life Skills for Mental Health Program)

Second Annual Report

Submitted by

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

U S DEPARTMENT OF HEALTH,
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March 1980

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The work represented by this Second Annual Report was the product of the collaborative efforts of a number of individuals and agencies. Principal among those who should be acknowledged for their continued cooperation in the evaluation effort are Dr. Maury Weil, Director of the Prevention Unit of the Division of Mental Health and Mental Retardation within the Goergia Department of Human Resources (DHR), and Ms. Xenia Wiggins, Assistant Director of the Prevention Unit and state-wide coordinator of the Life Skills for Mental Health Program. The contributions of Dr. John Swisher, RBS special consultant, also have aided in attaining Evaluation Study goals for the second year.

Appreciation is expressed to all the students and school staff who have participated in the pilot testing and pretesting conducted during the second year.

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I. INTRODUCTION

The Georgia Life Skills for Mental Health program is a primary prevention program for alcohol and drug abuse developed by the Prevention Unit within the Division of Mental Health/Mental Retardation, Georgia Department of Human Resources (DHR). Under a grant from the National Institute on Drug Abuse (NIDA), Research for Better Schools (RBS) is conducting a three year comprehensive evaluation study of this program. The first annual evaluation report for the program was issued in February, 1979. This document represents the second annual evaluation report of the Life Skills program.

Research for Better Schools (through its participation in the present study) and the National Institute on Drug Abuse (through its sponsorship of the study) have indicated their belief that the Life Skills program represents an approach to primary prevention which has significant potential and therefore merits close evaluative scrutiny. By utilizing community mental health agencies as the link between program sponsors and public schools, the Prevention Unit has developed a new program dissemination strategy which deserves rigorous testing and careful refinement. As such, the Research for Better Schools Evaluation Study examines the Life Skills program as a prototype which could hold great import for the prevention field in general.

The evaluation consists of both process and outcome components and has two principal objectives.

1. To perform an intensive and rigorous process evaluation of the Life Skills program that will:

   a. describe and assess the implementation of the Life Skills program plan;

   b. provide ongoing feedback to program staff as the basis for conceptual and operational programmatic changes; and

   c. establish a context for interpretation of the outcome evaluation.

2. To perform an intensive and rigorous outcome evaluation of the Life Skills program that will:

   a. assess the effectiveness of the program for participating teachers; and

   b. assess the effects of the program on participating students.

During the first year, the evaluation focused primarily on process concerns. In this second year, efforts have been concentrated on both process and outcome issues. In the third year, emphasis will be placed on the outcome evaluation, and a full testing of research questions under well developed experimental conditions will occur.

The purposes of the present second year final report, therefore, are threefold. First, it is designed to document the progress and accomplishments of the three year evaluation study during its second year. Second, it is intended to inform NIDA, the funding source, as to how the study is progressing and as to what findings it has yielded or may be anticipated to yield. Third, this report is to serve as a vehicle for the general dissemination of preliminary findings and products to both professionals and interested individuals in the public at large.

In keeping with the above purposes, this report is organized into three major sections covering the following descriptive areas: Second Year Accomplishments; Accomplishments Planned for Third Year; and Work in Progress. The section on Second Year Accomplishments includes objectives achieved during that period and activities undertaken. The section on Accomplishments Planned for Third Year details the target objectives scheduled to be achieved during the year and the activities planned to accomplish those objectives. The final section, Work in Progress, describes all fourth quarter products and reports that are still in progress at the time of this writing. This section also discusses the results of the second year's work in terms of the overall three year Evaluation Study.

Description of the Life Skills Program

The Life Skills for Mental Health program was developed and is currently being implemented by the Prevention Unit within the Division of Mental Health/Mental Retardation, Georgia Department of Human Resources (DHR). DHR is an umbrella human service agency with responsibilities in the areas of welfare, physical health, mental health, mental retardation, and juvenile problems.

The Life Skills program is provided as a resource to the public schools with the support of the State Department of Education, local school districts, and community mental health centers. The program delivery system is such that it involves a training of trainers process whereby a state training team, representing DHR, conducts an annual set

of workshops for the purpose of preparing and training a number of community mental health center training teams. These teams, in turn, conduct their own Training of Teachers Workshops with school districts to help interested teachers understand the basic concepts of the program and implement the Life Skills Strategies and Activities in their classrooms.

The Life Skills Activities are designed to help children from 5 to 18 years cope with stress, handle major life decisions, and form more satisfying interpersonal relationships. These skills are basically the same skills that many mental health professionals use and teach when they work with people in temporary crises. The distinctive intent of this program is to teach these skills as an educational experience (preventative) rather than as a therapeutic experience (curative). As a result, program recipients should be better prepared to take responsibility for their lives without recourse to drugs and alcohol. They should be more able to resolve personal problems before they become crises. More specifically, program developers anticipate that participation in Life Skills for Mental Health will help young people:

- Identify their own personal talents and qualities and appreciate the contributions they can make.
- Evaluate the alternative choices they have in important decisions and explore the consequences of each alternative.
- Clarify important value issues, especially in the face of conflicting messages. When young people have the opportunity to decide what is important to them and have learned to stand up for their convictions, they are less susceptible to peer pressure.

- Express themselves verbally and to feel less anxious in doing so; so that sharing feelings, standing up for oneself, and responding openly to others will be options available to them in positive interactions and in conflict situations.

Teachers participating in the program receive 12-18 hours of training in their area by teams composed ideally of both local community mental health personnel and educators. Teachers are also provided with a Life Skills Activity Guide appropriate to the age level they teach. There are four Activity Guides corresponding to each of the following four age groups: 5-8, 9-11, 12-14, and 15-18.

The Guides consist of activities that the teacher can employ in the classroom. The workshops train the teachers to integrate the affective materials from the Guides with the cognitive materials normally presented in the classroom. This is done through the use of four strategies that are taught during training. These strategies, each with their respective purposes, are outlined below.

- Listening for Feeling - To facilitate students' awareness, expression, and acceptance of their own feelings; to facilitate teachers' understanding and acceptance of their students' feelings.

- Behavior Feedback - To help students become aware of the effect their behavior has on others; to enable teachers to express that effect in a way that will not damage the students' self-esteem, but will help students understand that effect and change their behavior (where necessary).

- Values Clarification - To help students become aware of, express, explore, and affirm their personal values; to facilitate an understanding of the values of others.

- Role Playing - (a) To facilitate the demonstration of life situations and interpersonal relationships; to provide students the opportunity to experience the thoughts and feelings underlying their behavior. (b) To facilitate learning by both teachers and students; to identify problems, to explore alternative solutions, to project consequences of actions, to understand causes of behavior, and to empathize.

II. SECOND YEAR ACCOMPLISHMENTS

The Evaluation Study of the Life Skills program spans from March 1, 1978 to February 28, 1981. This three year evaluation contains both process and outcome components. The process evaluation components were designed to document the development and implementation of the Life Skills for Mental Health program and to assess the quality of the training which it provides to teachers. The outcome evaluation becomes relevant after training has occurred; it is intended to determine the effects of training and the effects of implementation of the Life Skills program. The eventual outcomes of interest are effects on students. However, such outcomes are mediated by effects on teachers who deliver the program to students. Therefore, the present research is designed to study program effects on both teachers and their students.

During the first year, the focus of the evaluation was primarily on process elements. In the second year, both process and outcome issues have been addressed. The third year of the evaluation will be concentrated on outcome elements.

This report covers the second year of Research for Better Schools' evaluation work. The second year has been a productive one for both process and outcome evaluation components. In the process evaluation, several significant activities occurred. Observations of workshops for teachers and mental health workers were conducted to investigate the training process, follow-up instrumentation was developed to provide feedback on the effectiveness of the training workshops, and data on

participation in the Life Skills training sessions was compiled for use in state and local Life Skills program efforts.

Work on the outcome evaluation accelerated during the second year. Instrumentation to measure all student and teacher outcomes was developed early in the year, and pilot testing occurred in May 1979. Analysis of the pilot data and instrument revision took place during the summer of 1979, and an overall data analysis plan for the outcome evaluation was developed. In fall 1979, the first phase of data collection for the outcome evaluation began with full scale pretesting. At the end of the second year, pretest data had been coded and readied for processing.

In the sections which follow, these accomplishments are reviewed as they occurred during each of the four quarters of the second project year.

First Quarter Accomplishments

This section discusses the objectives achieved and the activities undertaken during the First Quarter.

Objectives Achieved

Represented below is a list of objectives that were achieved during the First Quarter.

1. The Community Mental Health Center Coordinator's Workshop was observed by RBS evaluators and data were collected.
2. The training of teachers follow-up survey instrument was developed.
3. The training of teachers follow-up survey was conducted.
4. Preliminary analyses of data from the training of teachers follow-up surveys were completed.
5. Training of trainers workshops were attended and data collected.
6. Training of teachers workshops were held.
7. Data from training of teachers workshops were prepared and analyzed.
8. Activity Logs were distributed and completed.
9. A preliminary data analysis plan for evaluating pilot data on teacher and student outcomes was completed.
10. Draft versions of the documentation reports for the teacher and student instrument searches were completed.
11. A three-day meeting was held in Georgia of an RBS evaluator and the RBS field specialist to review progress on Life Skills activities.
12. A meeting with the Georgia Life Skills project monitor was held in Rockville, Maryland to review the status of Life Skills evaluation.
13. Four observers were hired.
14. An observation plan was developed for the pilot test classrooms.

15. A group of teachers was selected to pilot test instruments and data collection procedures.

16. The student subject group for pilot testing of student instruments and data collection procedures was selected.

17. The pilot tests were conducted.

Activities Undertaken

This section of the progress report describes the activities which were undertaken in accomplishing the above objectives.

Activity 1

A state-wide meeting of Life Skills trainers was held on March 12-13, 1979 at the Georgia Center for Continuing Education. A total of 45 individuals attended the meeting including 36 workshop participants, seven workshop leaders, and two RBS evaluators. The workshop was coordinated by John Swisher, an RBS staff associate, and Xenia Wiggins of the Georgia Department of Human Resources. The meeting's main topic was affective integration. The format of the workshop included general sessions and small group sessions. For the small group sessions, the participants broke down into three groups of approximately 15 members each.

The agenda for the two days involved six major activities: (a) an introduction to the workshop; (b) small group problem solving sessions in which participants who have held workshops in the past presented problems which have occurred and discussed ways of solving them; (c) affective integration--a group session which stressed ways in which trainers could

communicate to teachers the importance of integrating Life Skills into their classrooms; (d) creative ways to affective integration--small group sessions in which lesson plans and techniques were discussed; (e) group presentations on affective integration; and (f) a wrap-up/evaluation in which future activities occurring in the Life Skills program were discussed and in which participants evaluated the present workshop.

The results of the wrap-up/evaluation in which a total of 19 participants took part showed the following results:

- The workshop was successful in meeting its six objectives. On a scale from 1.00 (very unsuccessful) to 5.00 (very successful), participants rated all six workshop objectives equal to or greater than 4.00.
- The effectiveness and usefulness of the six workshop techniques were rated by participants. The scale was from 1.00 (very ineffective) to 5.00 (very effective) with 3.00 representing an uncertain response. The six means ranged from 3.22 for the techniques demonstrated during the "Introduction to the Workshop" to a 4.17 for the techniques employed during the "Small Group Session on Affective Integration."
- Workshop participants were satisfied with the opportunity for participation. ($\bar{X}$ = 4.39)
- The workshop was rather successful in meeting participants' expectations. ($\bar{X}$ = 3.53)
- The mean response for how participants generally felt about the workshop was 3.61 which was in the "pleased" range (3.50-4.40).

A complete presentation of the results for this evaluation of the statewide meeting of Life Skills trainers follows.

STATE-WIDE MEETING OF LIFE SKILLS TRAINING TEAMS

GEORGIA CENTER FOR CONTINUING EDUCATION

March 12-13, 1979

WORKSHOP EVALUATION

Age: _____ under 25 __14__ 25-34 __3__ 35-45 __1__ over 45

Number of Respondents: _19_ Education: __4__ B.A.

Field: __18__ Mental Health __4__ Education __15__ M.A. or M.E.D. or MSW

_____ Other _____ Ph.D.

Average Years Experience: X = 8.06 S.D. = 4.93

A. ATTAINMENT OF WORKSHOP OBJECTIVES

The planned objectives for this workshop are listed below. Please circle the number which indicates how well you feel each objective was obtained.

Objectives:	Frequency					Mean
	Very Successful		Uncertain		Very Unsuccessful	
	5	4	3	2	1	
1. To make it possible for members of the pilot teams and members of the new teams to become acquainted.	5	10	4			$\bar{X}$ = 4.05
2. To encourage the exchange of training ideas among teams.	10	5	2	1	1	$\bar{X}$ = 4.16
3. To encourage teams to see each other as resources for ideas, exchange of information, etc.	5	12	1	2		$\bar{X}$ = 4.21
4. To identify common problems in implementing the Life Skills program and to exchange solution ideas.	8	9		1	1	$\bar{X}$ = 4.16
5. To increase trainers' understanding of the concept of Affective Integration.	7	7	4		1	$\bar{X}$ = 4.00
6. To explore ways to make Affective Integration a more vital, practical, and understandable part of the total workshop.	8	7	3	2		$\bar{X}$ = 4.26

B. TECHNIQUES

Please circle the number which indicates, in your opinion, the effectiveness and helpfulness of each technique. How well did each technique facilitate your learning?

	Frequency					Mean
	Very Effective		Uncertain		Very Ineffective	
	5	4	3	2	1	
1. Introduction to Workshop	3	5	6	1	3	$\bar{X}$ = 3.22
2. Small Group Session Problem Solving-Sharing Ideas	6	4	2	4	2	$\bar{X}$ = 3.44
3. General Session-Affective Integration	2	9	2	3	2	$\bar{X}$ = 3.33
4. Small Group Session-Affective Integration	9	6	1	1	1	$\bar{X}$ = 4.17
5. Small Group Presentations	4	8	3	1	1	$\bar{X}$ = 4.06
6. Wrap-up Session	2	7	5		3	$\bar{X}$ = 3.29

C. EVALUATING THE TOTAL EXPERIENCE

	Frequency					Mean
	Very Pleased		Uncertain		Very displeased	
	5	4	3	2	1	
1. How do you feel about the workshop?	5	7	2	2	2	$\bar{X}$ = 3.61

Comments:
- Really came off well
- Too much struggle for final presentation.
- Very little closure on most topics. Humor is nice but silliness got in the way of things.

2. To what extent was the workshop successful in meeting your expectations?	4	7	4	2	2	$\bar{X}$ = 3.53

Comments:
- Some lack of confidence about training teachers - experience may help.
- Met expectations more than I thought it would.
- Accomplished objectives.
- Good workshop.
- Seemed poorly organized, many activities had little to no closure, most "leaders" were mediocre in their own skills.

	Frequency					Mean
	Very Satisfied		Uncertain		Very dissatisfied	
	5	4	3	2	1	
3. How satisfied were you with the opportunity for participation?	11	4	2	1		$\bar{X}$ = 4.39

Comments:
- Would have preferred to meet others during tasks than through the exercises.
- Expectations greater than results.
- Everyone had ample opportunity to participate.
- Pace was good opportunity to share at leisure.
- I had little motivation though much opportunity.

4. What was your major reason for coming to the workshop?

Comments:
- Feedback to improve technique.
(4) To pick-up ideas - learn of others' experiences.
(4) To learn more about Affective Integration.
- Sharpening skills.
- I wanted to!
(5) Further development of my training skills.
- To serve as a trainer and gain new ideas.
- To learn options for <u>new</u> utilizations of Affective Integration.

5. a. What one aspect of the workshop was <u>most</u> helpful to you?

Comments:
- Being told to use the method that works best for you.
(7) Last small group discussion.
(4) Both rap sessions - small groups.
(3) Target Model.
- The opportunity to exchange research ideas with John, Marilyn, & Linda.
- Different Affective Integration models.
- Getting to know new team members.
- Brainstorming with others.
- The importance and necessity of having <u>skilled</u> and knowledgable facilitators.

b. Was there one aspect that was least (or less) helpful? If so, what? And why? Please describe.

- Get-to-know others exercises.
- First day small group - not much content.
- The problem solving session by Karl and David - they are ineffective leaders.
- Smoking participants.
- Leaving early Monday afternoon.

5. b. (Continued)

- Organization could have been better.
- Small group I was in seemed disjointed.
- No tying together of ideas generated.
- Mixed expectations of those attending as to purpose of workshop and the fact that the workshop never took on a direction.

6. How much of the material presented in the workshop will be helpful to you as a Life Skills trainer?

___3___ ALL ___8___ MOST ___6___ SOME _____ NONE

7. List ways the workshop could have been improved to have made it a richer learning experience for you or to have better prepared you to conduct the Life Skills in-service workshop for teachers.

Comments:
- More problem solving in small groups.
- Have regular classroom teachers present.
- More exchange of ideas in small groups.
- Helpful workshop.
- Make small group sessions more structured and/or eliminate David & Karl as workshop leaders.
- Sharing solutions arrived at during problem solving sessions.
- This one was great.
- Distribute more materials.
- Tighten it up - a more "professional" approach is needed.
- Better planning & organization - get consensus of group at beginning on immediate goals & objectives.

8. What other topics or issues would you like to see addressed in future workshops?

Comments:
- How to measure effectiveness in classroom.
- Research on effectiveness of Life Skills.
- Additional behavioral management approaches in literature.
- Comments of teachers who have been trained and use L.S. in their classes.
- Some intense study of each area and how to present it.
- How to sell L.S. program to school officials.
- Consultation with parents.
- Assessment of classroom effect, evaluation tools.

9. What comments do you have about the general structure of the workshop? (Consider facilities, number of people, length, amount of material covered.)

Comments: (2)Time spacing was nice.
- Variety was good.
- Liked the Village - less fond of Charlies'.
- Structure O.K.
- Would like to stay where workshops are held.
- Motel nicer than Center.
- Sandwich buffet for lunch.
- Motel was excellent.
- Increase number of people.
- Very good.
- Loose.

9. (Continued)

- Could have been better organized.
- Trainers failed to realize where different trainers were before imposing objectives.
- Facilities good although slight problem going back and forth.
- Number of people adequate.

10. General comments or suggestions.

Comments:
- Good.
- Very worthwhile - inspired me and gave some support where needed.
- Right now I'm dissatisfied.
- Use some other trainers as state trainers - get more ideas and techniques circulating.
- Structure rap sessions at night in several rooms.
- Have regular Life Skills follow-ups with trainers.
- Very rewarding.
- I liked the people - learned new things and thought the leaders were good.
- Disproportionate number of minorities on teams - no minorities as leaders - subtle racist attitude - facilities good and food adequate - material good.
- I felt I had more to offer in terms of skills and experience than many of the facilitators and felt ambivalence about sharing my knowledge - how were the facilitators selected?

Activity 2

A questionnaire was developed and completed to survey teachers after their attendance at Life Skills Training of Teacher Workshops. This questionnaire, the Life Skills for Mental Health Follow-Up Survey on Teacher Training Workshop, consists of multiple-choice questions, open-ended questions, and Likert-type response questions. It is divided into three parts: (1) a section on the use of Life Skills activities by teachers, (2) a section on student response or attitude towards the Life Skills activities, and (3) a section on the usefulness of the Training of Teachers Workshop. A copy of the survey follows.

LIFE SKILLS FOR MENTAL HEALTH

FOLLOW-UP SURVEY ON TEACHER TRAINING WORKSHOP

Name (Optional) _____ Date _____

School System _____ Grade Level _____

Subject Specialty Area _____ No. of Years Teaching Experience _____

This questionnaire is a follow-up on the Life Skills Teacher Training Workshop that you attended. Its purpose is to collect feedback for improving future workshops. Please answer each question as honestly and completely as possible. When you have completed the questionnaire, please place it in the enclosed postage-paid envelope and return to RBS. Thank you.

Part I: Use of Life Skills Activities

1. Which Life Skills Activity Guide do you use? (Circle your answer.)

   A. Ages 5-8
   B. Ages 9-11
   C. Ages 12-14
   D. Ages 15-18

2. On the average, how often do you use Life Skills activities in your classroom? (Circle your answer.)

   A. Once a day or more
   B. Several times a week
   C. About once a week
   D. Several times a month
   E. Once a month or less

3. Which of the Life Skills activities have you found the most helpful? Please name or describe these activities. (List page numbers when possible.)

4. Have you tried any variations of the Life Skills activities or created any of your own similar activities? Please describe.

5. Life Skills activities can be employed in a number of ways. Estimate what percent of all the Life Skills activities that you have used fit into each of the following categories:

____ %	Integrated with classroom lessons
____ %	Used as separate activities
____ %	Introduced at teachable moments
____ %	Other: _____
100%	

6. Four strategies were introduced in the workshop you attended. Please indicate how often you have used each of these strategies - before the workshop and now, after the workshop.

For each of the strategies, circle the letter that best indicates how often you have used this strategy.

A.- Once a day or more
B - Several times a week
C - About once a week
D - Several times a month
E - Once a month or less

	Before Workshop					After Workshop				
Listening for Feeling	A	B	C	D	E	A	B	C	D	E
Behavior Feedback	A	B	C	D	E	A	B	C	D	E
Role Playing	A	B	C	D	E	A	B	C	D	E
Values Clarification	A	B	C	D	E	A	B	C	D	E

7. How do the Life Skills activities compare to similar materials you have used in your classroom that deal with feelings, values or emotions? Circle your answer.

A. The Life Skills activities are more effective.
B. The Life Skills activities are just as effective.
C. The Life Skills activities are less effective.
D. The Life Skills activities address different topics and cannot be compared to other materials.
E. I have not used other affective materials.

Comments:

Part II: Student Response to Life Skills Activities

8. How has (have) your class(es) responded to the Life Skills activities?

   A. Very positively
   B. Positively
   C. Neutral
   D. Negatively
   E. Very negatively

   Comments:

9. Since you began using the Life Skills activities and strategies, have you noted any changes in your students in the following areas?

   For each area, circle the letter that best indicates the degree and direction of change you have observed.

   A. Very positive change
   B. Positive change
   C. No change
   D. Negative change
   E. Very negative change

Behavior	Degree of Change
Students' ability to express their feelings.	A B C D E
Students' ability to accept their feelings.	A B C D E
Students' ability to accept the feelings of others.	A B C D E
Students' ability to accept the values of others.	A B C D E
Students' self-confidence and self-awareness.	A B C D E
Students' ability to get along with one another.	A B C D E
Students' ability to cooperate and relate to you (the teacher).	A B C D E
Students' ability to control their behavior and solve problems before they become major disruptions.	A B C D E

10. Have you seen any noticeable changes in individual students since you began using the Life Skills activities? Please describe.

Part III: Usefulness of the Workshop

11. How much of the material presented in the workshop was <u>new</u> to you?

A. All
B. Most
C. Some
D. None

12. How much of the material presented in the workshop has been <u>helpful</u> to you?

A. All
B. Most
C. Some
D. None

13. Did the workshop meet your expectations?

A. It was exactly what I expected.
B. It was close to what I expected.
C. It was different from what I expected.
D. It was very different from what I expected.

Comments:

14. What is the <u>one</u> aspect of the workshop that has been <u>most</u> useful to you?

15. What is the <u>one</u> aspect that was <u>least</u> useful to you?

16. How highly would you rate the success of the workshop in helping you to integrate the Life Skills activities and strategies with your lesson plans and classroom content?

    A. Very high success
    B. High success
    C. Medium success
    D. Low success
    E. Very low success

17. What additional topics do you think should be covered in future Life Skills Teacher Training Workshops? Should any topics be eliminated?

18. Was your attendance at the Life Skills Teacher Training Workshop voluntary or required?

    A. Voluntary
    B. Required

19. Did you receive any type of credit for the Life Skills Teacher Training workshop? (Circle all that apply.)

    A. Certification renewal credit.
    B. Local school system staff development credit.
    C. Coursework credit through a college or university.
    D. No credit options were available.

20.1 In what format was your Life Skills workshop presented?

_____ One day workshop
_____ Two day workshop
_____ One day workshop with later follow-ups
_____ Two day workshop with later follow-ups
_____ Several Saturday sessions
_____ Several evening sessions
_____ Other _____

20.2 Would you have preferred a different format?

_____ No. I was satisfied with the format.
_____ Yes. I would have preferred:

_____ One day workshop
_____ Two day workshop
_____ One day workshop with later follow-ups
_____ Two day workshop with later follow-ups
_____ Several Saturday sessions
_____ Several evening sessions
_____ Other _____

21. The planned objectives of the teacher training workshop are listed below. Based on your experience with the Life Skills activities in your classroom, please circle the number which indicates how well you feel each objective was attained.

Objectives:	Very Successful		Uncertain		Very Unsuccessful
To create an awareness of the importance of affective education.	A	B	C	D	E
To increase understanding of the relationship between affective and cognitive learning.	A	B	C	D	E
To create an understanding of the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.	A	B	C	D	E
To introduce and demonstrate selected classroom activities in the Life Skills Program.	A	B	C	D	E

Objectives:	Very Successful		Uncertain		Very Unsuccessful
To facilitate teachers' personal knowledge and skill in the four Life Skill Strategies.	A	B	C	D	E
To develop and/or increase teachers' confidence in their ability to conduct Life Skills activities.	A	B	C	D	E
To provide resources for additional training, consultation and materials.	A	B	C	D	E

22. As a group, how would you rate the ability of the workshop trainers?

    A. Very high
    B. High
    C. Medium
    D. Low
    E. Very low

    Comments:

23. Additional comments on any aspect of the Life Skills workshop or materials would be appreciated.

Activity 3

The training of teachers follow-up survey was conducted during April and May, 1979. Approximately 800 follow-up questionnaires were mailed out to teachers who had attended a Life Skills for Mental Health Training of Teachers Workshop. The purpose of the survey was to determine the workshop's effectiveness in giving teachers an understanding of the Life Skills program and its implementation in the classroom. The survey itself was designed to elicit three types of information: (1) the kind and frequency of use of Life Skills activities in the classroom; (2) the attitude change in students as perceived by their teacher as a result of Life Skills exposure; and (3) the usefulness of the teacher training workshop.

Activity 4

The follow-up surveys were mailed to all previously trained teachers. During the First Quarter, only about 10 percent were returned. To increase the return rate, the cut-off date for receiving the return surveys was extended one month. Thus, data analysis and report writing were delayed until the Second Quarter.

Activity 5

In addition to the State-Wide Meeting of Life Skills Trainers held in March, 1979, two other Training of Trainers Workshops were held: one in Griffin and one in Athens, Georgia. The three-day Griffin workshop was attended and observed by the RBS field specialist. At the workshop,

two instruments were administered (the Life Skills for Mental Health Opinion Survey and the Life Skills for Mental Health Training Workshop Registration Form), data were collected and an internal summary report written. Results of the workshop evaluation, completed by 16 participants, were:

- The workshop was found to be rather successful at attaining its objectives. The means for the seven objectives ranged from 4.06 to 4.50.
- The teaching techniques employed in demonstrating the Life Skills program were found to be effective. The means for the five techniques ranged from a low of 3.75 for lectures to about 4.50 for skill practice exercises.
- The content of the discussed topics was found to be rather informative. The means for the nine topics ranged from a low of 3.86 for planning and facilitating Life Skills in the schools to a high of 4.80 for explaining affective integration.
- In evaluating the total workshop experience, participants were found to be very pleased with the workshop ($\bar{X} = 4.56$), thought that the workshop was rather successful in meeting participant experiences ($\bar{X} = 4.44$), and were very satisfied with the opportunity for participation ($\bar{X} = 4.75$).

A copy of the complete results of the Griffin workshop is included on the following pages.

LIFE SKILLS FOR MENTAL HEALTH

TRAINING OF TRAINERS WORKSHOP

Griffin, Georgia

January 8-9-10, 1979

WORKSHOP EVALUATION

Number of Respondents: 16 Age: 1 under 25 8 25-34

Education: 6 B.A. or equivalent 5 35-45 2 over 45

7 M.A. or equivalent ____ Ph.D. 1 Other

Field: 12 Mental Health 5 Education ____ Other

Number of Years of Experience Range: 1 to 10 years $\bar{X}$ = 5.67 S.D. = 3.77

A. ATTAINMENT OF WORKSHOP OBJECTIVES

The planned objectives for this workshop are listed below. Please circle the number which indicates how well you feel each objective was attained.

Objectives:	Frequency					Mean
	Very Successful		Uncertain		Very Unsuccessful	
	5	4	3	2	1	
1. To increase understanding of the importance of affective education.	6	8	2			$\bar{X}$ = 4.25
2. To increase understanding of the relationship between affective and cognitive learning.	8	6	2			$\bar{X}$ = 4.38
3. To reinforce the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.	6	5	5			$\bar{X}$ = 4.06
4. To indroduce and demonstrate selected classroom activities in the Life Skills program.	10		5		1	$\bar{X}$ = 4.50
5. To facilitate trainers' personal knowledge and skill in Life Skills strategies.	9		7	1		$\bar{X}$ = 4.50

	Frequency					Mean
	Very Successful		Uncertain		Very Unsuccessful	
	5	4	3	2	1	
6. To develop and/or increase trainers' confidence in their ability to conduct Life Skills teacher inservice workshops.	6	9	1			$\bar{X}$ = 4.31
7. To provide resources for additional training, consultation and materials.	8		5	2	1	$\bar{X}$ = 4.25

B. TEACHING TECHNIQUES

Please circle the number which indicates, in your opinion, the effectiveness of each technique. How well did each technique facilitate your learning?

	Frequency					Mean
	Very Effective		Uncertain		Very Ineffective	
	5	4	3	2	1	
1. Lecture	2	10	2	2		$\bar{X}$ = 3.75
2. Group Discussion	5	11				$\bar{X}$ = 4.31
3. Skill Practice exercises						
a. Listening for Feeling	4	8	2	2		$\bar{X}$ = 3.88
b. Behavior Feedback	7	3	4	2		$\bar{X}$ = 3.94
c. Values Clarification	13	2		1		$\bar{X}$ = 4.69
d. Role Playing	12	1	2	1		$\bar{X}$ = 4.50
e. Affective Integration	10	6				$\bar{X}$ = 4.63
4. Slide/Sound Presentation	4	10	1		1	$\bar{X}$ = 4.00
5. Handouts	7	6	3			$\bar{X}$ = 4.25

C. CONTENT

Please circle the number which indicates how informative you found each topic. That is, how much did you learn about each? If you were familiar with the material and therefore didn't learn much that was new, please check first column.

		Already Familiar	Frequency: Very Informative 5	4	Uncertain 3	2	Very Uninformative 1	Mean
1.	Rationale and Objectives of Life Skills Program.	3	7	4	1			$\bar{X}$ = 4.5
2.	Listening for Feeling Strategy.	11	4	3				$\bar{X}$ = 4.57
3.	Behavior Feedback	8	3	3	3			$\bar{X}$ = 4.00
4.	Values Clarification.	6	7	4				$\bar{X}$ = 4.64
5.	Role Playing.	7	6	3	1			$\bar{X}$ = 4.5
6.	Demonstration of Life Skills Activities.	1	9	5	1			$\bar{X}$ = 4.53
7.	Explanation of Affective Integration.	1	12	3				$\bar{X}$ = 4.80
8.	Developing Affective Integration Lesson Plans.	2	10	4				$\bar{X}$ = 4.71
9.	Planning and Facilitating Life Skills in the Schools.	2	3	7	3	1		$\bar{X}$ = 3.86

D. EVALUATING THE TOTAL EXPERIENCE

		Frequency: Very Pleased 5	4	Uncertain 3	2	Very Displeased 1	Mean
1.	How do you feel about the workshop?	10	5	1			$\bar{X}$ = 4.56

		Frequency: Very Successful 5	4	Uncertain 3	2	Very Unsuccessful 1	Mean
2.	To what extent was the workshop successful in meeting your experiences?	9	5	2			$\bar{X}$ = 4.44

Comments: - Great - gave me new ideas even with familiar subjects.
- Some pragmatic questions remain, e.g., how to set up a workshop.
- First day too drawn out - could move faster.

	Frequency					Mean
	Very Satisfied		Uncertain		Very Dissatisfied	
	5	4	3	2	1	
3. How satisfied were you with the opportunity for participation?	12	4				$\bar{X} = 4.75$

Comments: - Essential for the program.

4. What was your major reason for coming to the workshop?

Comments: (4)To learn more about what a L.S. Trainer does.
I believe in the concept and like teaching.
(4)To learn materials and methods.
Asked to.
(3)To gain new skills and insights.
To be able to be a leader if the opportunity arises.

5. a. What one aspect of the workshop was most helpful to you?

Comments: (4)Role playing.
Application to teachers.
Discussing potential difficulties.
(2)Values Clarification.
(5)Affective Integration.
(3)Doing it - participation.
Behavior Feedback.

b. Was there one aspect that was least (or less) helpful? If so, what? And why? Please describe.

Comments: (2)No.
(3)Listening skills - very familiar with technique.
Role playing - not comfortable with it.
(3)Behavior Feedback - already knew it - sometimes unnatural.
Talking about doing it.
Much was redundant for me.
Need more energizing activities.

6. How much of the material presented in the workshop will be helpful to you as a Life Skills trainer?

__9__ ALL __7__ MOST _____ SOME _____ NONE

7. List ways the workshop could have been improved to have made it a richer learning experience for you and to have better prepared you to conduct the Life Skills inservice workshop for teachers.

Comments:
- Have a retreat.
- Present Values Clarification first.
- 2 day session with required overnight & after dinner session.
- Overnight stay.
- Have emphasis on how to use with teachers.
- Have a participating teacher present.
- To have an opportunity to preread the material.
- More practice leading.
- Include video of teacher training workshop.

8. What other topics or issues would you like to see addressed in future workshop?

Comments:
- More role playing with teachers.
- A short lecture on stages of emotional development.
- How to work with hostile feelings of teachers and administrators.
- Selling and marketing the program.
- Measurement of change in the classroom - simple methods for research in practice teaching/leading/facilitating.

9. What comments do you have about the general structure of the workshop? (Consider facilities, number of people, length, amount of material covered.)

Comments:
(2)Number of participants good.
(2)Facility good.
(2)Workshop was well prepared.
It should be stretched out over a longer period of time.
Trainers good.
Well presented.
Variability of trainers good.
All appropriate.
All excellent.
Need to know participants better.
Shape of room was not good.
More exercise needed in middle.

10. General comments or suggestions.

- I liked it.
- Very good workshop - well done - especially for 3 days.
- How about a "competency-based" module so we can shorten and intensify the workshop.

The Athens workshop was held on April 18-20 at the History Village Inn. At this three-day workshop, many topics were covered including an introduction to the Life Skills program, an introduction to affective integration, active listening/listening for feeling strategy, promoting Life Skills program, values clarification strategy, certification renewal credit, role playing strategy, and a wrap-up/evaluation. A complete copy of the Athens agenda follows.

LIFE SKILLS FOR MENTAL HEALTH
TRAINING OF TRAINERS WORKSHOP

History Village Inn, Athens
April 18-20, 1979

WORKSHOP SCHEDULE

Wednesday, April 18

8:00 a.m. - 9:30 a.m.	Registration	The Little House
8:30 - 9:30	Breakfast	The Barn (go through buffet)
9:30 - 12:00 noon	Introductory Session Intro to Life Skills Program Intro to Workshop Intro to each other	Forge Room
12:00 - 1:00 p.m.	Lunch	Exhibit Hall
1:00 - 2:00	Introduction to Affective Education	Group 1 Forge Room Group 2 Gilleland Room
2:00 - 5:00	Active Listening/Listening For Feeling Strategy	Same
6:00	Dinner & Social at Charlie Williams' Pinecrest Lodge	

Thursday, April 19

8:00 a.m. - 9:00 a.m.	Breakfast	The Barn
9:00 - 10:00	Promoting Life Skills in the Schools	Forge Room
10:00 - 10:30	Film: "I Feel...Angry"	Forge Room
10:30 - 10:45	Break	
10:45 - 12:15	Behavior Feedback Strategy	Group 1 Forge Room Group 2 Gilleland Room
12:15 - 12:30	Midpoint Evaluation	
12:30 - 1:30	Lunch	Exhibit Hall

Thursday (cont'd)

1:30 p.m. - 2:00 p.m.	Evaluation of the Life Skills Program - Research For Better Schools	Forge Room
2:00 - 5:00	Values Clarification Strategy	Group 1 Forge Room Group 2 Gilleland Room
6:00 - 7:00	Dinner	Exhibit Hall
7:00 - 7:30	Offering Certification Renewal Credit	Forge Room
8:00	Social	Tavern (upstairs in Hoyt House)

Friday, April 20

8:00 a.m. - 9:00 a.m.	Breakfast	The Barn
9:00 - 12:00 noon	Role Play Strategy	Group 1 Forge Room Group 2 Gilleland Room
12:00 - 1:00 p.m.	Lunch	Exhibit Hall
1:00 - 2:30	Affective Integration	Group 1 Forge Room Group 2 Gilleland Room
2:30 - 3:30	Wrap-up/Evaluation	Forge Room

Activity 6

During the First Quarter, four Training of Teacher Workshops were convened: two in Cairo and two in Carrollton. At each of these workshops, the trainers administered the registration forms and the surveys and sent the data to DHR in Atlanta.

According to an internal report on the Activity of Community Mental Health Centers, one or more workshops were scheduled to be held at six additional CMHCs: Atlanta-South Central; Macon; Lawrenceville; Augusta; Athens; and Savannah.

Activity 7

During the First Quarter, data were collected from four teacher training workshops. Additional data were mailed to DHR for RBS use from other workshops as they were held. Short internal summary reports were written for each convened workshop.

Activity 8

During the First Quarter, the Activity Logs were sent out periodically to all trained teachers. On the Activity Logs, the teachers were asked to keep a log or checklist of Life Skills activities and then to return the completed form to RBS. The Activity Logs are being used to solicit feedback on program use and teacher-perceived impacts and to document the extent to which Life Skills activities are implemented in the classroom. Information gathered from the Activity Logs was to be used in refining the data analysis plan for teacher and student outcomes, and ultimately will be of use for the student impact evaluation.

Activity 9

A preliminary data analysis plan for evaluating pilot data on teacher and student outcomes was completed. This plan, like the one developed for the impact evaluation, attempted to provide the most conclusive answers to the research questions posed for this study.

For teachers, analysis questions were derived directly from the preliminary teacher outcome objectives formulated during the fourth quarter. A copy of these teacher outcome objectives is included below. In general, the teacher analysis will portray any changes in classroom environment from before to after training and differences in the behavior of the Life Skills teachers and the comparison teachers.

Teacher Outcome Objectives

1. To assess the effectiveness of the program for participating teachers.

    A. To determine the degree and quality of use of the Life Skills (LS) Activities.

        1. To determine if the LS Activities are used in the classroom at least 2 times/week.

        2. To determine the quality of LS Activities used in the classroom.

        3. To determine the frequency with which the LS training strategies are employed.

        4. To determine the quality of use of the LS training strategies.

B. To access the change in classroom climate since the introduction of LS training.

1. To determine changes in the degree of affective orientation used in the presentation of curricular subject matter.

2. To determine increased facilitation of student participation on an affective level in class discussions.

3. To determine if teachers make more positive and supportive statements to their students and fewer statements of blame.

Preliminary data gathered during the pilot testing from the two teacher outcome measures, the Classroom Observation Forms and the Activity Logs, were to be used in refining the teacher data analysis plan. Thus, it was necessary that the data analysis plan remain flexible to allow for probable changes after pilot testing. After pilot tests were completed, the teacher instruments were revised and put into a finalized form. At that time, the data analysis plan was finalized for the impact evaluation.

For students, analysis questions were derived directly from the preliminary student outcome objectives established at the end of the first program year. These objectives are presented below. In general, the analysis described student group changes over time and compared the characteristics of the experimental and control samples. The degree of exposure to the Life Skills program was used as a mediating variable.

Preliminary data collected during the student pilot tests using the six newly developed student instruments, The Classroom Observation Form,

and feedback from the classroom observers were utilized in formulating the student outcome data analysis plan. The student analysis plan, like the teacher analysis plan, was constructed to allow revisions to be made after the completion of the pilot test phase.

Student Outcome Objectives

1. To assess the effects of the program on participating students.

    A. To determine if students have become more accepting of feelings.

        1. To determine if students have developed an increased ability to identify feelings.

        2. To determine if students have developed an increased ability to accept all feelings as legitimate.

        3. To determine if students have developed an increased ability to claim feelings rather than camouflage them.

        4. To determine if students have developed an ability to recognize personal responsibility in choosing how to act on a feeling.

    B. To determine if students have developed increased interpersonal skills.

        1. To determine if students have developed an increased ability to communicate more satisfactorily with the teacher and with other students.

        2. To determine if students have developed an increased ability to express feelings and needs verbally to others.

        3. To determine if students have developed an increased ability to accept the feelings and needs of others as important to them.

4. To determine if students have developed an increased ability to identify conflicting messages and to negotiate productively when a conflict of needs exists.

C. To determine if students have developed an increased ability to accept themselves and the significant people with whom they come in contact.

1. To determine if students have developed a better feeling about themselves as individuals with talents and personal qualities that are valuable.

2. To determine if students are less critical of personal limitations.

3. To determine if students can better accept personal characteristics which cannot be changed.

4. To determine if students have developed an increased ability to appreciate others' talents and accept their limitations.

5. To determine if students are better able to clarify important value issues, especially in the face of conflicting messages.

6. To determine if students have developed an increased ability to handle anxiety and depression in more constructive ways.

7. To determine if students have developed an increased ability to make personal decisions.

8. To determine if students have evidenced an increase in problem solving activities.

9. To determine if students have developed an increased ability to accept the decisions that others make.

10. To determine if students have developed an increased ability to accept the values that others hold as being legitimate for them.

11. To determine if students have developed an increased ability to generalize learning that occurs in specific situations to other similar situations.

Activity 10

Draft versions of the instrumentation documentation reports were begun in this First Quarter. The teacher instrument documentation report describes the developmental process for the Activity Log and the Classroom Observation Form. The student instrument documentation report describes the developmental process for the six student attitude surveys, including reasons why the entire battery of the Educational Quality Assessment (EQA) instruments was not adopted for the Life Skills evaluation.

Work on this report continued into the Second Quarter.

Activity 11

In early May, the RBS field specialist and an RBS evaluator met for three days. During this time, three general activities were accomplished; (1) progress was made on the teacher and student data analysis plan; (2) an agenda was established for the May 30-31 meeting with the Life Skills for Mental Health project monitor in Rockville, Maryland; and (3) one experimental and one control classroom was observed. In addition, general plans and schedules for future evaluation activities were established.

Activity 12

The Life Skills evaluation review meeting was held in Rockville, Maryland on May 30-31, 1979. In attendance were Dr. William Bukoski (project monitor from NIDA), Dr. Russell Dusewicz (RBS), Dr. Marilyn Martin (RBS), Dr. Linda Martinson (RBS), Dr. John Swisher (RBS), and Ms. Xenia

Wiggins (Georgia DHR). The purpose of the meeting was to review the status of the Life Skills program diffusion throughout Georgia, to detail progress of the Life Skills program evaluation, and to make plans for the upcoming implementation of the full scale outcome evaluation of this program. A copy of the Rockville, Maryland agenda follows.

LIFE SKILLS EVALUATION REVIEW MEETING

(Rockville, MD - May 30-31, 1979)

Purpose: To review status of Life Skills Program diffusion throughout Georgia, progress to date in evaluation of the Life Skills Program, and plans for the upcoming implementation of full scale outcome evaluation of this program.

Participants: Bill Bukoski (NIDA), Russ Dusewicz (RBS), Marilyn Martin (RBS), Linda Martinson (RBS), John Swisher (RBS), Xenia Wiggins (Georgia DHR)

Place: NIDA, Parklawn Building, 5600 Fishers Lane, Rockville, MD

May 30

1:00 - 1:15	Review Agenda	(Linda)
1:15 - 2:30	History and Current Status of Life Skills Program	(Xenia)
2:30 - 3:00	Overview of Evaluation Study Progress to Date	(Russ)
3:00 - 3:30	Developmental History Document	(Russ)
3:30 - 4:00	Evaluation Panel Review of Life Skills Materials	(Linda)
4:00 - 4:30	Training of Trainers Workshop Evaluations	(Linda)

May 31

9:00 - 9:30	Training of Teachers Workshop Evaluations	(Marilyn)
9:30 - 10:00	Preliminary Research Questions and Variables	(Marilyn)
10:00 - 10:30	Instrumentation Field Test Design and Procedures	(Linda)

10:30 - 10:45	BREAK	
10:45 - 11:30	Instrument Construction and Revision Procedures	(Marilyn)
11:30 - 1:00	LUNCH	
1:00 - 1:30	Completion of Research Questions and Implementation of Impact Study	(Russ)
1:30 -	Discussion of Remaining Issues and Wrap-up	

Activity 13

Observers were recruited in Georgia from local project staff recommendations. Four were hired and undertook observations in the pilot test classrooms in five parts of Georgia: Savannah, Macon, Griffin, Thomasville, and Peachtree. Even though the observers were already familiar with the Life Skills program and with observation techniques, they received further, more specific training in order to promote both valid and reliable performance. Other functions that the observers performed included administration of teacher and student instruments and collection of all additional data.

Activity 14

The observation plan for pilot test classrooms was developed and revised. The revised plan provided for two observations of experimental classrooms (teachers trained in Life Skills) and one observation of control classrooms (teachers with no Life Skills training). In all, there were 24 pilot test classrooms--12 experimental and 12 control. Since the teachers were selected from different training groups, individualized scheduling of visits was necessary. The observations were scheduled at approximately two-week intervals.

Activity 15

Twenty-four teachers were selected to pilot test instruments (the Classroom Observation Form and the six student attitude surveys) and to try out data collection procedures. The schools of the selected teachers

represented five geographical areas in Georgia: Savannah, Macon, Griffin, Thomasville, and Peachtree. Four grade levels of students (3, 5, 8, and 11) were also represented. These corresponded to the four levels of the Life Skills Activities Guides. The Pilot Test Sampling Design is shown on the following page.

Pilot Test Sampling Design

Life Skills for Mental Health Evaluation Project

Pilot Test dates: March 26 to May 23, 1979

Sample: 24 Teachers, ~ 700 students
12 Life Skills classrooms, 12 Control classrooms

Design:

Geographic Location

Grade Level	Urban	Suburban	Rural
3rd grade	L.S. Savannah Con.	L.S. P'tree City Con.	L.S. Griffin Con.
5th grade	L.S. Savannah Con.	L.S. P'tree City Con.	L.S. Griffin Con.
8th grade	L.S. Savannah Con.	L.S. Macon Con.	L.S. Griffin Con.
11th grade	L.S. Macon Con. Savannah	L.S. Macon Con.	L.S. Thomasville Con.

Activity 16

A student subject group was selected for the purpose of pilot testing the student outcome instruments and testing data collection procedures. The group consisted of the 24 classrooms of students whose teachers were selected for participation. There were approximately 30 students in each classroom.

Activity 17

In early April, the instruments (six student attitude surveys, the Classroom Observation Form, and the Activity Logs) were sent to the RBS field specialist in Georgia to begin pilot testing. The field specialist served as coordinator of the pilot tests, hiring and training the four observers who conducted the testing. The pilot tests started on March 26 and were completed on May 23, 1979. The pilot tests were held in five different areas of Georgia: Savannah, Macon, Griffin, Thomasville, and Peachtree City.

Twenty-four teachers participated in the pilot testing. Twelve of the teachers served as the experimental group and 12 served as the control group. The experimental group consisted of teachers who had attended a Life Skills Training of Teachers Workshop; the control group consisted of teachers who had no Life Skills experience. The classrooms involved in the study were of grades 3, 5, 8, and 11 with a suburban, rural, and urban classroom from each grade.

In the pilot test classrooms, the four observers recorded their observations on the Classroom Observation Forms, aided teachers in administering the student attitude surveys, and collected and sent all data to the field specialist in Georgia. The procedures involved in the pilot testing were evaluated carefully to detect any inefficiencies, so that changes and improvements could be made before the impact evaluation would begin in September. The pilot testing served the purpose of determining the validity of the newly developed instruments, and also was used in guiding revisions to the data analysis plan for evaluating teacher and student outcomes.

Second Quarter Accomplishments

Objectives achieved during the second quarter and activities undertaken to achieve those objectives are described in this section.

The primary foci of the second quarter's evaluation activities were the pilot testing and preliminary impact study procedures. Other major evaluation activities during this quarter were observing classrooms of teachers trained in Life Skills, conducting a follow-up survey of trained teachers, developing and finalizing the instrumentation, and preparing and analyzing the pilot data.

Objectives Achieved

Presented below is a list of objectives that were achieved during the second quarter.

(1) Contact schools and obtain cooperation for testing.

(2) Report on development of instrumentation.

(3) Compile fact sheet on teachers trained in LS.

(4) Compile fact sheet on community mental health people trained in LS.

(5) Prepare report on impact data analysis plan.

(6) Finalize interview instrument for mental health personnel.

(7) Prepare report on evaluation design components.

(8) Finalize drug survey instrument.

(9) Review instrumentation needs.

(10) Summarize plans for fall coordination of LS program.

(11) Analyze pilot data and finalize instrumentation.

(12) Finalize sample plan and arrangements for fall testing.

(13) Summarize results of the teacher training follow-up survey conducted during the First Quarter.

(14) Assist the Georgia DHR in composing a Joint Dissemination Review Panel submission on the Life Skills program.

Activities Undertaken

This section describes all activities which took place during the Second Quarter.

Activity 1

To obtain cooperation for testing, the RBS field specialist first contacted all the active CMHC coordinators who had been trained. They were asked to call the schools where they had trained and make appointments for the field specialist to meet with the principals to arrange for approval to test at their schools. At the meetings, the specialist showed them the Life Skills materials and then asked for permission to conduct research at their school. If permission was received the principals then contacted the teachers. Depending on the individual school, either the field specialist or the testers met with the teachers. This process was started in tbe beginning of August and continued through and past the end of the month.

Activity 2

The search for instruments for the evaluation study revealed the findings summarized below.

Teacher Outcomes

Figure 1 shows the research questions, variables, and instruments related to teacher outcomes. Several research questions relate to the frequency with which the LS activities and strategies are being implemented in the classroom. Since these variables are unique to the LS program, an Activity Log was developed to measure them. On this log the teacher records frequency, duration, and type of use as well as student response to the activity.

Teacher attitudes towards the program and towards affective education are measured by three instruments: (1) the LS Mental Health Opinion Survey, in use since the implementation of the training workshops; (2) Teacher Follow-Up Survey, developed to assess the status of classroom implementation of the LS program; and (3) the Life Skills Teacher Questionnaire, developed to assess the continued expansion of the program.

The final variable to be measured under teacher outcomes is classroom climate. Four specific dimensions of this variable, those of highest priority for the LS program, are listed in Figure 1. The original proposal for the evaluation suggested the Affective Teaching Inventory, developed by Vicary (1976) as a possible observation instrument for measuring classroom climate (Figure 2). Further examination of this instrument showed it to be too narrowly limited for assessing the four dimensions of classroom climate related to the LS program. Thus, a search process for additional observation instruments was initiated.

Figure 1

Life Skills Evaluation

TEACHER OUTCOMES

Research Questions	Independent Variables	Dependent Variables	Instruments Used to Operationalize Dependent Variables
Are LS activities being used in the classroom?	Exposure to LS training	Frequency and duration of use of LS activities	Activity Log - Frequency and duration of LS activities
Are LS strategies being used in the classroom?	Exposure to LS training	Frequency and duration of use of LS strategies	Activity Log - Frequency and duration of LS strategies
Do teachers utilize effective content orientation more frequently after they have completed LS training?	Exposure to LS training (trained vs. non-trained)	Degree of integration of LS activities with classroom content	Activity Log - Percent of LS activities used with other subject matter
Is there a relationship between the utilization of the LS program and the grade level taught?	Grade level taught	Frequency and duration of use of LS activities and LS strategies	Activity Log - Frequency and duration of LS activities and strategies
Is there a relationship between the utilization of the LS program and the subject area taught?	Subject area taught	Frequency and duration of use of LS activities and LS strategies	Activity Log - Frequency and duration of LS activities and strategies
Do teacher attitudes change after the teacher has completed the LS training?	Exposure to LS training (trained vs. non-trained)	Teacher attitudes	Mental Health Opinion Survey Teacher Follow-up Survey LS Teacher Questionnaire
Does classroom climate change after the teacher has completed the LS training?	Exposure to LS training (trained vs. non-trained)	Classroom Climate - degree of positive supportive statements - facilitation of affective student participation - facilitation of student involvement in solving behavior problems - affective orientation	Life Skills Observation Form Section 8 Section 8 Section 10 Section 7, 8

Figure 2

AFFECTIVE TEACHING INVENTORY

Grade Level _____ Teacher's Name _____

Content: Cognitive (traditional) _____ Affective (social problem areas) _____

Observation Occasion	Content (Lesson)				Climate (teacher)			Climate (Environ.)	
	Cog.	Orient.	Aff.	Int.	Neg.	Neut.	Pos.	Dir.	Fac.
1.									
2.									
3.									
4.									
.									
.									
.									
.									
.									
.									
.									
.									
.									
.									
.									

Date _____ Time _____ (or class period)

No. of students _____

Observers _____

Use other side for comments

Over 100 existing instruments were reviewed in order to develop a Life Skills observation form. The large majority of these emphasized cognitive rather than affective behaviors. Nevertheless, 32 observation instruments primarily focus on affective behaviors. After screening, five were chosen as possible candidates for the observation form.

Student Outcomes

Figure 3 outlines the major components of the student outcome evaluation. The research questions focus on student self-concept, relationships with others, classroom climate, attitudes towards school, and behaviors related to school attendance, drug use, and discipline problems. Three types of measures have been identified for gathering data relevant to these questions: direct observation, school records, and survey instruments.

In the original proposal for the evaluation of the Life Skills program, four subscales of the 1974 Pennsylvania Educational Quality Assessment (EQA) were designated as possible choices for the survey instruments. These were:

EQA SUBSCALE[1]	LIFE SKILLS OBJECTIVE
Subscale I, Self-Esteem	Intrapersonal Skills (self-concept)
Subscale II, Understanding Others	Interpersonal Skills
Subscale IV, Interest in School and Learning	Attitudes Toward Learning
Subscale V, Societal Responsibility	Interpersonal Skills

[1]Getting Inside the EOA Inventory, Pennsylvania Department of Education, 1976.

Figure 3

Life Skills Evaluation

STUDENT OUTCOMES

Research Questions	Independent Variables	Dependent Variables	Instruments Used to Operationalize Dependent Variables
Does the LS program have an effect on intrapersonal skills?	Exposure to the LS program (LS students vs. controls)	Self-concept	
		- self-awareness	Myself, Grade 3 Myself, Grades 5, 8, 11
		- self in relation to peers	Myself, Grade 3 Myself, Grades 5, 8, 11 Life Skills Observation Form, Section 9
		- self in relation to parents	Myself, Grade 3 Myself, Grades 5, 8, 11
		- self in relation to teachers	Myself, Grade 3 Myself, Grades 5, 8, 11
		- locus of control	Myself, Grades 5, 8, 11
Does the LS program have an effect on interpersonal skills?	Exposure to LS program (LS students vs. controls)	Relationships among classmates	
		- willingness to cooperate	School Life - My Classmates Grades 5, 8, 11 Life Skills Observation Form, Section 9
		- sociability	School Life - My Classmates Grades 5, 8, 11 Life Skills Observation Form, Section 9
		- understanding and respect for one another	School Life - My Classmates Grades 5, 8, 11 Life Skills Observation Form, Section 9
		- opportunity for equal participation	School Life - My Classmates Grades 5, 8, 11

Figure 3 (cont.)

Research Questions	Independent Variables	Dependent Variables	Instruments Used to Operationalize Dependent Variables
Does the LS program have an effect on interpersonal skills? (continued)	Exposure to LS program (LS students vs. controls) (continued)	Student-Teacher Relationships	
		- student attitudes toward teacher	My Class, Grade 3 School Life - My Teacher Grades 5, 8, 11
		- student willingness to discuss feelings with teacher	My Class, Grade 3 School Life - My Teacher Grades 5, 8, 11
Does the LS program have an effect on the classroom climate?	Exposure to LS program (LS students vs. controls)	Classroom Climate (Degree to which the classroom climate fosters...)	
		- understanding of others	My Class, Grade 3 School Life - My Class Grades 5, 8, 11
		- decision-making	School Life - My Class Grades 5, 8, 11
		- expression of self	My Class, Grade 3 School Life - My Class Grades 5, 8, 11
		- understanding of self	My Class, Grade 3 School Life - My Class Grades 5, 8, 11
		- acceptance of classmates	About My Class, Part II Grade 3 Classroom Climate Scale, Part II, Grades 5, 8, 11
		- positive interpersonal climate	About My Class, Part I Grade 3 Classroom Climate Scale, Part I , Grades 5, 8, 11

Figure 3 (continued)

Research Questions	Independent Variables	Dependent Variables	Instruments Used to Operationalize Dependent Variables
Does the LS program have an effect on attitudes towards school?	Exposure to LS program (LS students vs. controls)	Attitudes towards school	My Class, Grade 3 School Life, My Class Grades 5, 8, 11 Classroom Situations Grades 5, 8, 11
Does the LS program have an effect on school attendance and tardiness?	Exposure to LS program (LS students vs. controls)	School attendance	Attendance records
Does the LS program have an effect on the frequency of disruptive referrals?	Exposure to LS program (LS students vs. controls)	Disruptive behavior	Disciplinary referral records Life Skills Observation Form, Section 10
Does the LS program have an effect on drug-related behaviors?	Exposure to LS program (LS students vs. controls)	Frequency of drug use	Drug Evaluation Questionnaire, Grades 5, 8, 11

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As planning proceeded and the outcome design became more refined, each of these subscales was re-examined. Closer analysis of the EQA content revealed that the subscales were not as well matched to the research questions as had been hoped.

Of the four subscales reviewed, the Self-Esteem instrument was the most closely related to the Life Skills objectives. However, the Self-Esteem subscale also contained a number of questions not related to the Life Skills self-concept variable. Substantial revision of the EQA subscale was required in order to retain the content of the relevant self-concept items and to eliminate those items that were not related.

The second subscale, Understanding Others, was found to be an index of tolerance on the dimensions of race, religion, socioeconomic status, intelligence, and handicaps. Although the Life Skills program indirectly tries to improve the student's tolerance level, this is not a high priority objective. Due to testing time constraints, none of these items were used in the Life Skills evaluation instruments.

The third subscale, Interest in School and Learning, focused on such attitudes towards the cognitive aspects of learning as type of subject matter and teaching techniques, rather than the more affective aspects of learning addressed by the Life Skills program. Although much of this subscale was too cognitively oriented for the Life Skills evaluation, portions of it were applicable. Content from these sections was used in developing the Life Skills instruments on attitudes towards school.

The fourth subscale, Societal Responsibility, contained situational questions based on real life choices. Unfortunately, the format in which they were presented was too difficult and confusing to permit adoption.

The lack of congruence between the Life Skills evaluation needs and the content of the EQA instruments prompted a renewal of the search for survey instruments focusing on measures of self-concept, interpersonal relations, classroom climate, attitudes towards school, and drug use and disciplinary problems.

Self-Concept. Five dimensions of self-concept were identified as especially relevant to the Life Skills objectives: self-awareness, self in relation to peers, self in relation to parents, self in relation to teachers, and locus of control. Sixteen instruments were reviewed on these dimensions. Many of these were immediately eliminated due to the inappropriateness of their content. However, several were considered as candidates for the Life Skills self-concept instrument.

Interpersonal Relations. Interpersonal relations were divided into two categories: relationships among classmates and student-teacher relationships. The search for instruments revealed a wide diversity of measures, most of which were not appropriate for measuring interpersonal relations within the classroom setting. However, four were identified as possible candidates for measuring the Life Skills objectives in this area. Each instrument had different strengths and weaknesses, but none was suitable to measure all the aspects of classmate relationships and student-teacher relationships that were important for the LS program.

Classroom Climate. In addition to self-concept and interpersonal relations, the Life Skills student outcome goals focus on the improvement of classroom climate. Several dimensions of classroom climate were of

particular interest. First, student perceptions of the degree to which classroom climate fosters self improvement were relevant in four areas: understanding of others, decision-making, expression of self, and understanding of self. Two other dimensions of classroom climate also were related to the Life Skills student outcome objectives. These were student acceptance of classmates and student perceptions of the interpersonal climate within the classroom.

The search for measures of classroom climate showed that few instruments exist in the areas identified. However, from the few located several distinct types emerged. These included sociogram instruments to measure social interaction patterns, situational questions on group relations, and multi-dimensional scales designed to assess all possible aspects of the group climate.

Review of these instruments made it clear that no single instrument could cover all the aspects of classroom climate related to the LS program. Yet no combination of the available measures provided adequate attention to all the dimensions of classroom climate.

Many instruments exist on attitudes towards school, yet most are oriented to the cognitive aspect of learning. From the 13 instruments reviewed, three were identified as being most highly oriented to the affective aspects of education. Since none of the instruments were suitable for adoption in their original form, new instruments were developed.

Drug Use. In the original research proposal, two questions concerning drug use were presented: 1) Has exposure to the LS program affected the

behavior of students in terms of attendance, drug related behavior, and disciplinary problems; and 2) Has exposure to the LS program affected student use of alcohol and other drugs? In searching for an instrument to answer these questions, several factors were taken into consideration. The first considered was the time period over which drug use would be measured. Second, the LS program objectives relate primarily to personal drug use rather than the subject's exposure to drugs in the home or neighborhood environment. Since the drug use survey was to be just one of a battery of instruments, the third major consideration was to keep its length to a minimum. Finally, the fourth factor of concern was the grade level of the surveyed students.

In the original proposal, a specific measure of drug use was referenced. Careful review showed this measure not to be feasible for the LS evaluation because the majority of questions were not directly related to the LS goals and the time period over which drug use was to be measured was not adequately specified. Thus, many other questionnaires were reviewed in the attempt to locate an appropriate drug use instrument. One of the instruments, the Personal Drug Use Scale[1], was suitable in many respects. It was brief, it differentiated among different degrees of users, and it was designed for use with junior and senior high school students.

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[1] Abrams, L.A., Garfield, E.F. and Swisher, J.D. (eds). Accountability in Drug Education. Washington, D.C.: The Drug Abuse Council, Inc., 1974.

Two other instruments, My Opinion Survey[2] and the Drug and Alcohol Survey[3], contained attitude questions that were relevant to the Life Skills objectives. Using these three instruments as models a new instrument, the Substance Use Scale, was developed to meet the needs of the LS evaluation study.

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[2] Schaps, Eric. My Opinion Survey. The Napa Project, Napa, California. Pacific Institute for Research and Evaluation. 1979

[3] Schaps, Eric. Drug and Alcohol Survey. The Napa Project, Napa, California. Pacific Institute for Research and Evaluation. 1979

Activity 3

As of June, 1979, there had been eight Training of Trainers (TOT) LS workshops that worked with 25 of a possible 32 community mental health certers in Georgia. Registration and evaluation forms were used to compile fact sheets on the CMHC people who attended these workshops. The final profile of the LS trainers of teachers provided proportional information regarding specified age groups, their degree of education, their fields, and their years of experience within their fields. This profile is presented on the following pages.

Life Skills for Mental Health

Profile of Life Skills Trainers

There have been 8 Training of Trainers (TOT) Life Skills workshops.

June 1977 (32 participants)

October 1977 (Follow-up workshop) (18 participants)

July 1978 (50 participants)

November 1978 (Follow-up workshop) (38 participants)

January 1979 (small workshop in Griffin, Ga.) (16 participants)

March 1979 (Effective Integration workshop - follow-up) (25 participants)

April 1979 (35 participants)

May 1979 (Small workshop in Gainesville, Ga.) (19 participants)

Total trained: 152 from 25 (out of 32) CMHCs. Some trainers and centers are not active in the Life Skills program.

The background information from the evaluation forms was used to construct the following profile. Some participants did not fill out evaluation forms. The information from the October 1977, November 1978, and March 1979 follow-up workshops is omitted because it is redundant.

			Proportion
Age:	7	under 25 years	.05
	74	25 - 34	.55
	35	35 - 45	.26
	19	over 45	.14
Education:*	30	BA/BS	.33
	51	Master's	.56
	2	PhD/EdD	.02
	8	Other	.09

*This information was not reported for the June 1977 workshop.

			Proportion
Field:	83	Mental Health	.63
	36	Education	.27
	13	Other (includes those who marked both MH and Ed.)	.10

Years Experience in Field:

Range: 1 to 21 years

Mean: 7.11 years

Activity 4

Since 1977, approximately 1,000 teachers and 200 other adults have been trained in Life Skills at ten different Community Mental Health Centers in Georgia. The available information about the teachers trained varies. Although some CMHC teams did not record the teachers' names, most have lists of both names and schools; some have registration forms, and some have both registration and evaluation forms in addition to mental health questionnaires.

The Life Skills team coordinators were asked to send all available registration forms, evaluation forms, and mental health questionnaires to the Life Skills Evaluation Project, Atlanta office. The profile was based on information from 55 registration forms and 76 evaluation forms. Included in the registration forms were address, age, and educational level of participants, grade level currently teaching, years of professional experience, and previous training (and date trained) in similar activities to Life Skills (e.g., values clarification, PET, etc.). Only the grade level currently teaching and the years of teaching experience were requested on the evaluation form. In an effort to increase the return rate of forms to the Atlanta office, Team Coordinators were mailed additional forms with a request for extra follow-up efforts. The completed profile is presented on the following pages.

Georgia Life Skills for

Mental Health Evaluation Project:

Profile of Teachers Trained in Life Skills

Since 1977, approximately 1000 teachers and 200 other adults have been trained in Life Skills at ten different Community Mental Health Centers in Georgia. The available information about the teachers trained varies. Although some CMHC teams did not record the teacher names, most have lists of both names and schools; some have registration forms, and some have both registration and evaluation forms in addition to mental health questionnaires.

The Life Skills team coordinators were asked to send all available registration forms, evaluation forms, and mental health questionnaires to the Life Skills Evaluation Project, Atlanta office. Most registration forms and evaluation forms have been received, but several lists of teacher names and schools have not been forthcoming.

The following profile is based on information from 55 registration forms and 76 evaluation forms. Included in the registration forms were address, age, and educational level of participants, grade level currently teaching, years of professional experience and previous training (and date trained) in similar activities to Life Skills (e.g. values clarification, PET, etc.). Only the grade level currently teaching and the years of teaching experience were requested on the evaluation form. In an effort to increase the return rate of forms to the Atlanta office, Team Coordinators have been mailed additional forms with a request for extra follow-up efforts.

PROFILE OF PARTICIPANTS IN LIFE SKILLS TRAINING

Number and Percent of Participants Responding

Profession	Number	Percent of Total
Teachers	77	59
K-3	26	20
4-6	23	18
7-9	12	9
10-12	14	11
Adults	2	1
Other Professionals	54	41
Counselor	26	20
Health Department	9	7
Special Education	9	7
Media Specialists	4	3
Music	2	1
Reading	2	1
Principal	1	1
Speech Therapist	1	1

Age*

Category	Number
Under 25	4
25-34	19
35-45	6
Over 45	1
Total Respondents	30

Education Level*

B.A.	23
M.A.	8
Ph.D. or Ed.D.	0
Other	9
Total Respondents	40

Years of Professional Experience*
(Total respondents = 112)

Range:	1-22 years
Mean:	6.31 years
S.D.:	4.24

Previous Training in Activities Similar to Life Skills*

Values Clarification	7
Role Playing	8
PET/TET	5
Communication Skills	10
Assertiveness Training	5
Other	3
No Previous Training	26
Total Respondents	43

*Not requested on all forms.

Activity 5

The report on the impact data analysis plan was completed during the Second Quarter. The major parts of this report are summarized below.

Teacher Analysis Plan

In Figure 4, the teacher outcome analyses are outlined. These analyses vary, depending on the research question and the type of data collection employed.

At the most basic level, descriptive statistics are to be computed for questions one and two to document the frequency and duration of LS activities and LS strategies being used in LS classrooms. Descriptive statistics also are to be reported for Question 3 to examine how often LS activities are integrated with other subject matter in the classroom. At the next level, t-tests are to be conducted for Questions 1, 2, and 3 to determine if there are significant increases from pretest to posttest in the frequency and duration of LS activities, LS strategies, or the degree of integration of LS activities with other subject matter.

Figure 4

Research Plan for Teacher Outcomes

Research Questions	Dependent Variables	Instrument to Measure Dependent Variables	Teacher Groups to Complete the Measures	Analyses to be Performed
1. Are LS activities being used in the classroom?	Frequency and duration of use of LS activities	Activity Log - Frequency and duration of LS activities	LS teachers	Descriptive statistics t test - Pre/Post
2. Are LS strategies being used in the classroom?	Frequency of use of LS strategies	Activity Log - Frequency of LS strategies	LS teachers	Descriptive statistics t test - Pre/Post
3. Do teachers utilize affective content orientation more frequently after they have completed LS training?	Degree of integration of LS activities with classroom content	Activity Log - Percent of LS activities used with other subject matter	LS teachers	Descriptive statistics t test - Pre/Post One way ANOVA - Grade levels
4. Is there a relationship between the utilization of the LS program and the grade level taught?	Frequency and duration of use of LS activities and LS strategies	Activity Log - Frequency and duration of LS activities and strategies	LS teachers	One way ANOVA - Grade levels
5. Is there a relationship between the utilization of the LS program and the subject area taught?	Frequency and duration of use of LS activities and LS strategies	Activity Log - Frequency and duration of LS activities and strategies	LS teachers	One way ANOVA - Subject areas
6. Do teacher attitudes change after the teacher has completed the LS training?	Teacher attitudes	LS Teacher Questionnaire Mental Health Opinion Survey	LS teachers LS teachers, non-LS teachers	t test - Pre/Post One way ANOVA - Grade levels t test - Pretest, Treatment/Control t test - Posttest, Treatment/Control or One way analysis of covariance Two way ANOVA - Treatment groups, Grade levels
7. Does classroom climate change after the teacher has completed the LS training?	Classroom climate	Life Skills Observation Form, Sections 7, 8, 10	LS teachers, non-LS teachers	Three stage analyses 1) Simple comparisons 2) ANOVAS 3) Regression

On a third level, one way analyses of variance are to be used to investigate relationships between specified variables. For research question three, a one way ANOVA is to be used to determine if grade level impacts significantly on the degree to which the LS teacher integrates the LS activities with other subject matter. Similarly, one way ANOVAs are to be used to answer research questions four and five regarding the relationships between the utilization of the LS program and the grade level and subject area taught.

Research question six on teacher attitudes involves two instruments and several different statistical tests. The LS Teacher Questionnaire is to be administered to LS teachers on a pre/post schedule. A t-test is to be run to determine if there is a significant increase from pretest to posttest in teacher attituces toward the LS program. Next, a one way ANOVA is to be used to determine if grade level impacts significantly on teacher attitudes toward the LS program.

The second teacher attitude survey, the Mental Health Opinion Survey, is to be administered to both LS treatment teachers and non-LS control teachers on a pre/post basis. The analyses for this instrument were designed to answer two questions. First, is there a difference in the responses of LS teachers and non-LS teachers to the Mental Health Opinion Survey? To answer this, an initial t-test is to be conducted to determine the equivalence of the LS treatment and non-LS control group on the pretest scores. If the two are equivalent on pretest scores, another t-test on their posttest scores is to be conducted to determine if the LS program

has impacted positively on teacher attitudes. If the pretest scores are not equivalent, a one-way analysis of covariance is to used to adjust the scores in this analysis. The second question involves the relationship between teacher attitudes on the Mental Health Opinion Survey and grade level. A two way analysis of variance is to be conducted to determine if grade level significantly affects teacher attitudes on this instrument.

The final teacher outcome research question (Question 7) focuses on classroom climate. Both LS treatment teachers and non-LS control teachers are to be observed on a pre/post basis to provide the data for answering this question. A three stage analysis is to be conducted using the following independent variables:

Treatment group
Geographic location
Grade level
Classroom style

The analyses are to be performed using essentially the same techniques explained in the data analysis section for student outcomes which follows. However, the teacher observation data are to be analyzed first for all grade levels combined, then, if appropriate, separate analyses for each grade level are to be conducted.

Student Analysis Plan

Analyses for the impact study for each measure of the dependent variables listed in Figure 5 are scheduled to occur in three stages:

Stage One: Equivalence Comparisons on Independent Variables
Stage Two: Analyses of Variance to Determine General Effects
Stage Three: Regression Analyses to Determine Relative Contributions

Figure 5

Research Plan for Student Outcomes

Research Questions	Dependent Variables	Measures of Dependent Variables
Does the LS program have a positive effect on intrapersonal skills?	Self-concept	Myself, Grade 3 Myself, Grades 5, 8, 11 Life Skills Observation Form, Section 9
Does the LS program have a positive effect on interpersonal skills?	Relationships among classmates	School Life - My Classmates Grades 5, 8, 11 Life Skills Observation Form, Section 9
	Student-teacher relationships	My Class, Grade 3 School Life - My Teacher Grades 5, 8, 11
Does the LS program have a positive effect on the classroom climate?	Classroom climate	My Class, Grade 3 School Life - My Class Grades 5, 8, 11 About My Class, Part I Grade 3 Classroom Climate Scale, Part I, Grades 5, 8, 11 About My Class, Part II Grade 3 Classroom Climate Scale, Part II, Grades 5, 8, 11
Does the LS program have a positive effect on attitudes toward school?	Attitudes towards school	My Class, Grade 3 School Life - My Class Grades 5, 8, 11 Classroom Situations Grades 5, 8, 11
Does the LS program have a positive effect on school attendance and tardiness?	School attendance	Attendance records
Does the LS program have a positive effect on the frequency of disruptive referrals?	Disruptive behavior	Disciplinary referral records Life Skills Observation Form, Section 10
Does the LS program have a positive effect on drug-related behaviors?	Frequency of drug use	Drug Evaluation Questionnaire, Grades 8, 11

The exact plan for each stage is dependent on the results of the previous stage. Thus, detailed specifications for stages two and three can not be determined until some analyses have been completed.

Stage One: Equivalence Comparisons on Independent Variables. Simple comparisons of the independent variable categories are to be conducted using t-tests or one way analyses of variance. First, comparisons of the LS treatment group and the non-LS control group are to be made on pretest scores to determine if the second stage analysis of variance should be designed as an analysis of covariance (significant differences in pretest scores) or an analysis of variance design (no significant differences in pretest scores). Next, simple comparisons on both pretest and posttest scores are to be conducted on the independent variables of sex, ethnicity, and geographic location. The results of these comparisons are then to be used to determine when the independent variables should be included in the second stage analyses of variance and to provide information for collapsing categories in the second stage analyses of variance.

Stage Two: Analysis of Variance to Determine General Effects. For each dependent variable measure, several analyses of variance are to be conducted to investigate the specific effects of the independent variables. The following general model is to be employed:

$$Y = aX_1 + bX_2 + cX_1X_2 + e$$

where

Y = Dependent variable

X_1 = Treatment variable

X_2 = Independent variable

X_1X_2 = Interaction of treatment and independent variable

e = Error

The design is shown below.

	X_{11}		X_{12}		C	
	Pre	Post	Pre	Post	Pre	Post
X_{21}	Y_1	Y_2	Y_1	Y_2	Y_1	Y_2
X_{22}	Y_1	Y_2	Y_1	Y_2	Y_1	Y_2

For any dependent variable measure, a maximum of three two-way analyses of variance are to be conducted. In each case the significance of the treatment effect, the independent variable (sex, ethnicity, or geographic area), and the interaction effect of the treatment variable and the independent variable are to be tested.

If there were no significant differences in the pretest scores of the three treatment groups, all stage two analyses would be run as repeated measures designs rather than analyses of co-variance. Three analyses of variance would be performed. Each analysis would be run separately for each of the three grade levels (Grade 5, Grade 8, and Grade 11). The variable codes are shown below.

Y = Scores on Myself, G 5, 8, 11
X_1 = Treatment
X_2 = Sex
X_3 = Ethnicity
X_4 = Geographic location

First the model $Y = a_1X_1 + b_1X_2 + c_1X_1X_2 + e$ would be used to test the two main effects of treatment and sex and the interaction effect of treatment-sex. Second, the model $Y = a_2X_1 + b_2X_3 + c_2X_1X_3 + e$ would be used to test the

two main effects of treatment and ethnicity and the interaction effect of treatment-ethnicity. Third, the model $Y = a_3X_1 + b_3X_4 + c_3X_1X_4 + e$ would be used to test the main effects of treatment and geographic location and the interaction of these two variables.

The results of the stage two analyses would provide information regarding the significance of the main effects and first level interaction effects of treatment, sex, ethnicity, and geographic locations. To obtain a broader picture of overall effects, regression analyses would be conducted in stage three.

Stage Three: Regression Analyses to Determine Relative Contributions. The stage three regression analyses are to be used to explore relative contributions of each of the independent variables. Any main effect or interaction effect that is significant in the stage two analyses are to be included in a stage three regression analysis to determine relative effects. One regression analysis is to be conducted at each grade level for each dependent variable measure.

The general model for the regression analyses is:

$$Y = a + b_1X_1 + b_2X_2 + \cdots b_kX_k + b_{k+1}X_iX_j + \cdots b_{k+i}X_iX_j$$

where

a	=	Intercept constant
Y	=	Dependent variable
$X_1 - X_k$	=	Independent variables
X_iX_j	=	Interactions of independent variables

The exact structure of the regression equations can not be specified until the results of stage two have been determined.

The three stages described above outline the general analysis plans for each of the dependent variables measured by the student outcome instruments. Figure 6 summarizes the three stage process by outlining the maximum analysis plan that would be carried out for any single dependent variable measure.

Activity 6

The interview instrument for the mental health personnel was developed by the Georgia field specialist. The instrument was then sent to RBS, NIDA, and the Georgia Department of Human Resources (DHR) for comments. This instrument was completed during the Third Quarter.

Activity 7

Major elements from the report on evaluation design components are summarized below.

Teacher Outcomes

Teacher outcomes are to be measured through direct observations, survey measures, and self-reported activities. The instruments to be used in measuring teacher outcomes were described in the Life Skills for Mental Health: Outcome Evaluation paper. Figure 7 presents the data collection schedule for teacher outcomes.

Pretest data on most teacher outcomes were collected in September 1979 and posttest data are to be gathered in May 1980. Follow-up data on the same groups of teachers are to be collected in December 1980.

Figure 6

Maximum Analysis Plan

Myself: G 5, 8, 11 (Separate analyses for Grade 5, Grade 8, Grade 11)

Stage One: Equivalence Comparisons

X_1 - one way ANOVA for treatment categories (treatment, control)

X_2 - t-tests for sex categories (female, male), pretest scores and posttest scores

X_3 - one way ANOVA for ethnicity categories, pretest scores and posttest scores

X_4 - one way ANOVA for geographic categories, pretest scores and posttest scores

Stage Two: Analyses of Variance

$$Y = a_1X_1 + b_1X_2 + c_1X_1X_2 + e$$

$$Y = a_2X_1 + b_2X_3 + c_2X_1X_3 + e$$

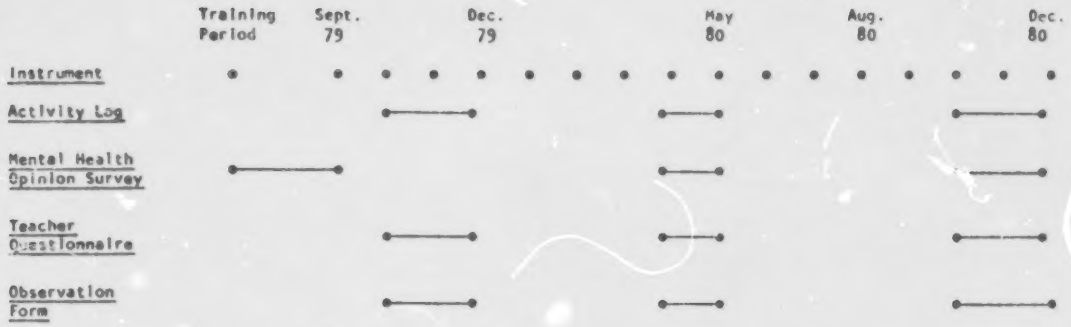
$$Y = a_3X_1 + b_3X_4 + c_3X_1X_4 + e$$

Stage Three: Regression Analysis

$$Y = a + b_1X_1 + b_2X_3 + b_4X_4 + b_5X_1X_2 + b_6X_1X_3 + b_7X_1X_4 + b_8X_2X_3 + b_9X_2X_4 + b_{10}X_3X_4$$

Figure 7

Data Collection Schedule
Teacher Outcomes



From the state of Georgia, approximately 100 Life Skills teachers and their classes and 40 non-Life Skills teachers and their classes were selected to participate in the evaluation study. Cooperation for testing was obtained through direct contacts with district superintendents and testing coordinators.

The sample was divided by grade as shown in Figure 8.

Figure 8

Teacher Sampling Plan

Grade	LS	Non-LS
3	25	10
5	25	10
8	25	10
11	25	10

Each teacher in this sample is to implement the Life Skills program as she or he feels is most appropriate for the students in the class. Since each teacher is to act independently, the individual teacher is to be used as the unit of analysis for all teacher outcome comparisons.

Student Outcomes

Student outcomes are to be measured using survey instruments, direct observations, and information from school records. The instruments for this outcome evaluation have been described in the Life Skills for Mental Health: Outcome Evaluation paper.

Data will be collected according to the schedule shown in Figure 9. Pretest and posttest data are to be gathered in September 1979 and May 1980 for all Life Skills treatment students and non-Life Skills control students. Follow-up posttest data are to be collected on the same group of students in December 1980.

The student sample was drawn from the third, fifth, eighth and eleventh grades. Two thousand eight hundred students in approximately 100 Life Skills classrooms and 1,000 students in approximately 40 Non-Life Skills classrooms are participating. These students were selected from schools in Savannah, Macon, Atlanta, Griffin, and other areas. The sample has been subdivided by grade as shown in Figure 10. All student data will be analyzed with the individual as the unit of measure.

Figure 9

Data Collection Schedule
Student Outcomes

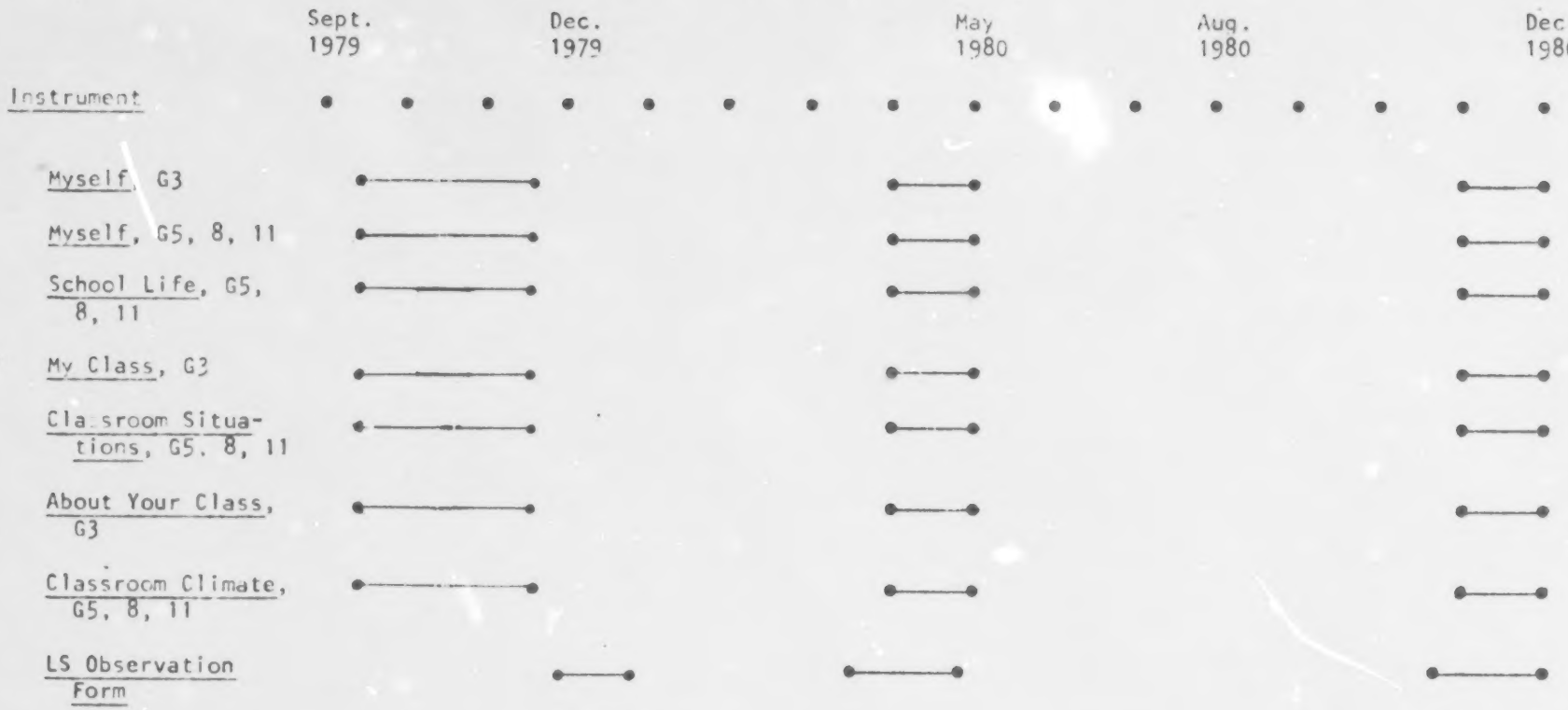


Figure 10

Student Sampling Plan

Grade	Life Skills	Non-Life Skills
3	700	250
5	700	250
8	700	250
11	700	250

Student outcome data will be collected primarily through the use of survey instruments, although direct observations and information obtained from school records also will be employed. All of these measures were described in the Life Skills for Mental Health: Outcome Evaluation paper.

Activity 8

The drug use instrument, the Substance Use Scale, was modeled after the existing Personal Drug Use Scale. Two primary modifications were made in order to orient the original instrument's content to the LS goals.

The first involved the drug use categories. Some of the language was changed in the Personal Drug Use Scale and some of the categories were expanded to insure that those substances which were likely to be most frequently used by 8th and 11th grade students would be included in the Substance Use Scale.

Second, the range of use specified in the Personal Drug Use Scale was not suitable for measuring the effects of the Life Skills program. The fixed time span of the Life Skills program demended specification of

a particular time period over which the drug use questions would apply. Otherwise, "Recent Use" could not be distinguished from "Ever Used" and would result in what has been called the cumulative effect (Glenn and Richards, 1974). The time period chosen needed to be long enough for the infrequent user to have had a chance to use a substance, yet short enough for all users to be able to clearly recall the number of times the substance was used. A three month period fit these requirements best and thus was adopted as the maximum recall period for the Substance Use Scale.

The Substance Use Scale satisfied the needs initially specified for the Life Skills evaluation. However, a need for an appropriate fifth grade survey was recognized. To meet this demand the Substance Use Scale was developed into two separate instruments: My Opinion, Grade 5 and My Opinion on Drugs and Alcohol, Grades 8, and 11. The revisions were based on two existing instruments. Changes involved in developing the My Opinion instrument were drawn from the My Opinion Survey, Pacific Institute for Research and Evaluation. Items that address attitudes in the My Opinion on Drugs and Alcohol instrument were adapted from the Drug and Alcohol Survey, Pacific Institute for Research and Evaluation. Questions concerning actual drug use were adapted from the Personal Drug Use Scale.

Activity 9

During the second quarter, instrumentation needs for teacher outcomes and student outcomes were reviewed carefully. A discussion of this review is presented below.

Teacher Outcomes

Of the instruments reviewed in regard to the development of a teacher observation form, each addresses some aspects of the classroom climate, but none includes all of the dimensions specified as relevant to the teacher (Figure 1, p. 53). To measure each of these dimensions at the desired level, it was necessary to construct a new instrument, the Life Skills Observation Form. This form was designed to measure a number of variables: (1) affective orientation of the teacher, (2) degree of positive or supportive statements made by the teacher, (3) degree of affective facilitation of student participation, and (4) nature of disciplinary behaviors employed by the teacher.

During the pilot testing, 44 separate observations were conducted in various classrooms using the Life Skills Classroom Observation Form. The data collected in these observations and the comments and suggestions of the observers have been used in refining and revising the observation form. No major changes have been made in the instrument, but several minor modifications have been incorporated to better tailor the observation form to the needs of the Life Skills evaluation.

The first section of the observation form (Parts 1-5) has been designed for use in recording descriptive information about the classroom. Two of the descriptive categories contained in the original observation have been eliminated in the revised version because the information they provided was redundant with that in other categories. In Part 5, Types of Presentation, the format has been altered to facilitate the process of recording changes in classroom presentation style.

The second section of the observation form (Parts 6 and 7) includes ratings on the affective behaviors of both teachers and students. In Part 6, Nature of Affective Behaviors of the Teacher, five items were eliminated from the original observation form on the basis of observers' criticisms and results from the pilot test data confirming these criticisms. Three items on teacher disciplinary techniques were combined with the teacher affect questions and one new item was added. Several other items were reworded to clarify ambiguities in interpretation.

Part 7 of the observation form was designed to assess the nature of affective behavior of students. Results from the pilot test data and observers' criticisms led to the elimination of six items from Part 7 of the original observation form. Four items on student reactions to disciplinary techniques were combined with the student affect questions, and two new items were added. The wording of several other items was revised to aid in interpretation.

Student Outcomes

Four areas -- self-concept, interpersonal relations, classroom climate, and attitudes towards school -- were examined in relation to student outcomes. In the search for usable existing instruments on self-concept, none were found to be entirely suitable. Thus, two new instruments were constructed: Myself, Grade 3 and Myself, Grades 5, 8, 11. Format, difficulty, level, length, and especially content were all carefully considered in constructing these instruments. Selected behaviors related to student self-concept are also covered on the Life Skills Observation Form.

Three new instruments were constructed to measure interpersonal relations. The first was My Class, a 34 item instrument for third grade containing questions on classmates and teachers as well as classroom climate. The goal in constructing this instrument was to make it as short and efficient as possible while still covering all the relevant aspects of relationships with others.

For fifth, eighth and eleventh graders, two segments of the School Life survey were constructed to assess how well the LS program furthered relationships with others. The first of these was School Life - My Classmates, a 23 item segment focusing entirely on the relationships among classmates within the classroom environment. All the dimensions identified as relevant to the Relationships Among Classmates variable are covered by the items in this instrument. The Life Skills Observation Form also covers several aspects of this variable.

To measure student-teacher relationships, a second segment was constructed, School Life - My Teacher. This 14 item segment carefully explores the affective relationship between student and teacher, including general student attitudes toward the teacher and the student's willingness to discuss feelings with the teacher. Several aspects of the relationships among students and teachers also are measured in the Life Skills Observation Form.

The completion of the classroom climate measure resulted in several revised and new instruments. To keep the third grade testing task as simple as possible, a limited number of items on understanding of others, expression of self, and understanding of self were included in the My Class, Grade 3 instrument. For measuring interpersonal climate and acceptance of others at the third grade level, a new instrument, About My Class, was constructed. For fifth, eighth and eleventh grade students, a 29 item segment of the School Life instrument, My Class, was constructed to measure the degree to which the classroom climate fosters understanding of others, decision-making, expression of self, and understanding of self. In addition, an instrument parallel to the Grade 3 - About Your Class was constructed for the upper levels. This was called the Classroom Climate Scale. Another aspect of classroom environment, disruptive behavior, is covered in the Life Skills Observation Form.

None of the existing instruments regarding attitudes towards school was suitable for adoption in their original form. Thus, new items were constructed and segmented in the following manner. General items on

attitudes towards school were included in the My Class, Grade 3 instrument and the School Life, My Class Grades 5, 8, 11 instrument. A separate instrument oriented to specific affective aspects of education, Classroom Situations, was constructed for the upper grades.

Activity 10

Planning for the fall coordination of the LS program continued. Planned activities for the third quarter included pretesting, coding, and the preliminary analysis of both the LS and control classrooms.

Activity 11

All pilot data were analyzed during the second quarter. The student survey instruments included in the pilot testing were Myself, Grade 3; Myself, Grades 5, 8, 11; My Class, Grade 3; School Life, Grades 5, 8, 11; About Your Class, Grade 3; Classroom Climate Scale, Grade 5; Classroom Climate Scale, Grades 8,11; and Classroom Situations, Grades 5, 8, 11. These tests were administered to both the LS and control classes. The mean total scores were computed to compare the responses of the LS classes to the control classes. Little difference was found between the two as can be seen by the following results.

Instrument	Mean Total Scores LS	Control
Myself, Grade 3	25.14	15.56
Myself, Grades 5, 8, 11	3.59	3.55
My Class, Grade 3	47.16	45.71
School Life, Grades 5, 8, 11	80.06	77.36
About Your Class, Grade 3	3.16	3.65
Classroom Climate Scale, Grade 5	5.78	5.78
Classroom Situations, Grades 5, 8, 11[1]	-	-

In addition to the student survey forms, the LS Observation Form also was included in the pilot try out. In using this form, the observer first considered the subjects in the classroom, physical arrangement (number of desks, tables, carrels, etc.), and observation target subjects in a numerical fashion. Then, the major activities scheduled, modes of presentations, modes of group participation in major activity, and staff/student interaction were recorded using percentages. The nature of the affective behaviors of staff and students were rated on a scale of 5 (very high evidence) to 1 (no evidence). Finally, the nature of disciplinary behaviors was rated using the same scale. For each area of observation, means and percentages for the LS classes were compared to those of the control classes. The results found on the classroom observations form follow.

[1] No mean total score was reported for the Classroom Situations, Grades 5, 8, 11 survey due to the non-positive/negative nature of the responses.

Skills Classrooms N = 31
Control Classrooms N = 13

Pilot Results Spring, 1979

LIFE SKILLS FOR MENTAL HEALTH

Classroom Observation Form

School/School District _____

Observer _____

Date Spring, 1979 Time Block _____

Teacher _____

Grade Level _____ Subject Area (if applicable) _____

1. Subjects In Classroom

Number LS	Number C	
1.0	1.0	Teachers
.2	.3	Aides
22.9	25.0	Students
1.4	1.3	Visitors
1.6	1.0	Other: _____

2. Observation Target Subjects

Number LS	Number C	
1.0	1.0	Teachers
.07	.3	Aides
20.0	25.4	Students

3. Physical Arrangement

Number LS	Number C	
30.8	30.1	Individual student desks
1.6	.5	Small group tables
1.1	1.6	Resource areas
.4	0.0	Carrels
1.2	1.1	Teacher desks
5.5	1.0	Other: _____

Draw map:

Research for Better Schools, Inc.

Checked 4. Major Activity Scheduled for Observation Period

LS	C	
61	00	Life Skills Activity
39	92	Academic instruction
03	00	Tutoring
03	08	Recreation/free time
16	00	Other: _____

5. Mode of Group Participation in Major Activity

LS	C	
81	85	Entire class
19	23	Small groups
10	23	Individual students
03	00	Other: _____

6. Staff/Student Interaction (Record time during observation period.)

LS % Time	C % Time	
00	09	Single students w/ staff available
05	09	Single student w/ single staff
13	11	Student groups w/ staff available
74	78	Entire class w/ single staff
03	00	Other: _____

7. Mode of Presentation (Record time during observation period.)

LS % Time	C % Time	
16	16	Lecture
21	42	Question/Answer
05	00	Drill
30	13	Discussion
07	21	Individualized Activities
03	15	Group Activities
03	08	Testing/Grading
03	00	Free time
01	00	Other: _____

8. Nature of Affective Behaviors of Staff (rate behaviors at end of the observation period.)

Mean Rating LS	C	Staff:	Very High Evidence	High Evidence	Some Evidence	Little Evidence	No Evidence
4.26	3.62	a. [illegible]ree with or support [illegible]dents	5	4	3	2	1
4.03	3.85	b. show concern over individual student progress	5	4	3	2	1
1.29	1.69	c. criticize or make fun of students	5	4	3	2	1
4.23	2.27	d. encourage students to discuss feelings	5	4	3	2	1
4.20	3.17	e. join in student activities	5	4	3	2	1
1.03	1.82	f. punish students for mistakes or failures	5	4	3	2	1
3.17	2.92	g. develop "we" feeling with students	5	4	3	2	1
4.10	3.42	h. praise student accomplishments	5	4	3	2	1
1.03	1.58	i. discourage student questions or requests for help	5	4	3	2	1
4.47	3.00	j. accept student feelings without making value judgments	5	4	3	2	1
3.82	3.73	k. move freely among students	5	4	3	2	1
1.27	1.92	l. are not aware of student feelings	5	4	3	2	1
3.13	3.33	m. are enthusiastic	5	4	3	2	1
1.23	1.83	n. argue or disagree with students	5	4	3	2	1
4.07	3.25	o. are caring toward students	5	4	3	2	1

9. Nature of Affective Behaviors of Students (rate behaviors at end of the observation period.)

Mean Rating S	Mean Rating C		Students:	Very High Evidence	High Evidence	Some Evidence	Little Evidence	No Evidence
4.00	3.33	a.	agree with or support classmates	5	4	3	2	1
1.17	1.17	b.	make demands on or threaten classmates	5	4	3	2	1
4.00	3.00	c.	are able to express feelings	5	4	3	2	1
1.52	1.42	d.	are ashamed of their failures or lack of accomplishments	5	4	3	2	1
3.97	3.18	e.	are aware of classmates' feelings	5	4	3	2	1
1.43	1.75	f.	criticize or make fun of classmates	5	4	3	2	1
4.23	3.25	g.	are able to communicate with classmates	5	4	3	2	1
4.20	3.50	h.	show pride in their work and accomplishments	5	4	3	2	1
1.00	1.25	i.	strike classmates	5	4	3	2	1
4.13	3.50	j.	cooperate and share with classmates	5	4	3	2	1
3.83	3.17	k.	are caring toward classmates	5	4	3	2	1
4.25	3.75	l.	feel free to request help	5	4	3	2	1
1.13	1.00	m.	make demands or threaten staff	5	4	3	2	1
3.47	3.33	n.	are aware of staff feelings	5	4	3	2	1
1.30	1.83	o.	are not able to communicate with staff	5	4	3	2	1

10. Nature of Disciplinary Behaviors (rate behaviors at end of the observation period.)

Mean Rating LS	Mean Rating C		Staff:	Very High Evidence	High Evidence	Some Evidence	Little Evidence	No Evidence
14	2.33	a.	tolerate deviant behavior	5	4	3	2	1
3.27	3.10	b.	warn students to stop unacceptable behavior	5	4	3	2	1
1.17	1.92	c.	use threats to control behavior	5	4	3	2	1
3.65	2.75	d.	positively redirect deviant behavior	5	4	3	2	1
.65	1.50	e.	involve students in solving behavior problems	5	4	3	2	1
11	1.92	f.	use rejection to control behavior	5	4	3	2	1
			Students:					
3.33	3.46	a.	require little supervision	5	4	3	2	1
1.17	1.08	b.	resist or disobey staff	5	4	3	2	1
2.21	1.75	c.	take responsibility for solving behavior problems	5	4	3	2	1
37	1.33	d.	engage in out-of-bounds behavior	5	4	3	2	1
3.87	3.42	e.	work collaboratively with staff	5	4	3	2	1
1.10	1.08	f.	refuse to follow staff directions	5	4	3	2	1

The pilot data analysis furnished several types of information related to instrumentation decisions. Results on validity and reliability are presented below, first for instruments relevant to teacher outcomes and then for instruments relevant to student outcomes.

Teacher Outcomes

The teacher outcomes research plan included five instruments: the Activity Log, the LS Mental Health Opinion Survey, the Teacher Follow-Up Survey, the LS Teacher Questionnaire, and the LS Observation Form.

In the pilot study, the LS Observation Form was of primary interest. The other teacher outcome instruments were validated at different points in the try out testing. Results for Parts 6 and 7 of the LS Observation Form are presented below.

To assess the construct validity of Part 6, item to subtotal correlations were used in order to provide direct information about the item in relation to the subtotal score. Figure 11 presents the item to subtotal correlations for Part 6.

Figure 11

Item to Subtotal Correlations
for Teacher Affective Behavior Items

Item	Item to Subtotal Correlational
6a	.666
6b	.612
6c	Insufficient data for calculation
6d	.853
6e	.726
6f	.811
6g	New Item
6h	.518
6i	.746
6j	.846
6k	.339
6l	.838
6m	.650
6n	.840

To compare rater agreement for Part 6, the difference between the two responses for each rater pair was computed and averaged over all rater pairs responding to the item. The findings are presented in Figure 12.

Figure 12

Mean Differences in Responses of Paired Raters on Teacher Affective Behavior Items

Item	Mean Difference in Paired Responses (5 point scale)	Number of Paired Responses
6a	.44	9
6b	1.00	9
6c	.89	9
6d	1.00	8
6e	0.00	2
6f	1.00	8
6g	New Item	New Item
6h	.13	8
6i	1.00	3
6j	.29	7
6k	.63	8
6l	.88	8
6m	.33	3
6n	1.13	8
Overall - .671		

On a 5 point scale (reduced to a 4 point scale in the revised version), the average difference between raters over all items was .671. On individual items, the differences ranged from 1.13 to 0.00.

Results for Part 7 of the LS Observation Form are presented in Figures 13 and 14. Item to subtotal correlations were used to assess construct validity. These are shown in Figure 13.

Figure 13

Item to Subtotal Correlations
for Student Affective Behavior Items

Item	Item to Subtotal Correlation
7a	.846
7b	.437
7c	.770
7d	.846
7e	.848
7f	.364
7g	.847
7h	New Item
7i	New Item
7j	.741
7k	.856
7l	.718
7m	.774
7n	.587

To determine the degree of agreement in responding to items, average rater differences were computed. Results are shown in Figure 14.

Figure 14

Mean Differences in Responses of Paired Raters on Student Affective Behavior Items

Item	Mean Difference in Paired Responses (5 Point Scale)	Number of Paired Responses
7a	.75	8
7b	.38	8
7c	.63	8
7d	1.00	7
7e	.63	8
7f	.75	8
7g	.75	8
7h	New Item	New Item
7i	New Item	New Item
7j	.63	8
7k	.75	8
7l	.33	3
7m	1.00	6
7n	.75	8
Overall - .696		

The average difference between raters over all items was .696. On individual items, the differences ranged from 1.00 to .33.

Student Outcomes

Pilot results for each of the student outcome instruments are discussed below. Instruments are grouped according to the variables of interest for the outcome evaluation.

Self-Concept. Two self-concept instruments were tested in the pilot study -- Myself, Grade 3 and Myself, Grades 5, 8, 11. For both, the reliability levels were acceptable and the factor structures were very appropriate to the aspects of self-concept relevant to the Life Skills evaluation. Results of the pilot data analyses are presented below.

Based on the results of the analysis for Myself, Grade 3, minor modifications were deemed appropriate and three items were eliminated from this instrument. The new version contains 17 items. Results from the pilot data for Myself, Grade 3 are presented below.

Internal consistency reliability:

Equal Length Spearman-Brown = .716
Guttman Split-Half = .716

Tentative Factor Identification:

Two general factors of self-concept were tentatively identified in this instrument. The first was labeled Inner-Directedness and the second Outer-Directedness. The factor loadings for each of the items are shown below.

Factor 1 (Inner-Directedness)
Factor 2 (Outer-Directedness)

Item	Loading on Factor 1	Loading on Factor 2
1	.364	
2	.398	
3	.621	
4	.126	
5	.346	
6	.324	
7		.224
8		.736
9	.489	
10	.188	.190
11		.158
12	.586	
13	.445	
14		.735
15	.456	
16		.402
17	.133	

The analyses for Myself, Grades 5, 8, 11, revealed a number of redundant items. On the revision a total of 13 items were eliminated. The new version contains 27 items.

Internal Consistency Reliability:

Equal Length Spearman-Brown = .867
Guttman Split-Half = .866

Tentative Factor Identification:

Three general self-concept factors have been tentatively identified. These are Self in Relation to Peers, Self in Relation to Family, and Self-Awareness. The factor loadings for each item are shown below.

Factor 1 (Self in Relation to Peers)
Factor 2 (Self in Relation to Family)
Factor 3 (Self-Awareness)

Item	Loading on Factor 1	Loading on Factor 2	Loading on Factor 3
1	.553		
2		.391	
3			.556
4	.339		
5		.340	
6			.637
7			.459
8			.584
9		.609	
10			.415
11	.555		
12			.407
13	.597		
14			.496
15	.471		
16	.617		
17		.664	
18		.367	.379
19	.265	.277	
20	.402		
21		.575	
22			.381
23		.657	
24	.595		
25	.341		
26			.399
27		.559	

Interpersonal Skills. Two measures of interpersonal skills were tested in the pilot study -- My Class, Grade 3 and School Life, Grades 5, 8, 11. After minor modifications, both of these instruments showed acceptable reliabilities and appropriate construct validity for the Life Skills evaluation. Details on both of these measures are presented below.

The results of the analysis and the comments of test administrators for My Class, Grade 3, indicated seven items that were not appropriate for this instrument. The revised version contains 27 items.

Internal Consistency Reliability:

Equal Length Spearman-Brown = .794
Guttman Split-Half = .783

Tentative Factor Identification:

Two general factors of interpersonal skills were tentatively identified. The first was Relationship with Teacher and the second was Relationships among Classmates. The factor loadings for each item are shown on the next page.

Factor 1 (Relationship with Teacher)
Factor 2 (Relationships among Classmates)

Item	Loading on Factor 1	Loading on Factor 2
1		.277
2		.244
3	.321	
4	.437	
5	.333	.365
6	.560	
7		.379
8	.315	
9		.333
10	.183	.128
11		.359
12	.704	
13		.517
14		.528
15	.400	
16		.459
17	.386	
18	.652	
19	.135	
20	.791	
21		.511
22	.774	
23	.407	.327
24		.107
25		.391
26	.329	
27	.339	.342

The results of the analysis of School Life, Grades 5, 8, 11, revealed a number of redundant items in this instrument. Thus, many were eliminated, leaving a compact revised instrument with 28 unique items.

Internal Consistency Reliability:

Equal Length Spearman-Brown = .923
Guttman Split-Half = .923

Tentative Factors Identified:

Three general factors of interpersonal skills were tentatively identified in this instrument. These are Relationship with Teacher, Classroom Relationships among Peers, and Personal Relationships among Peers. The factor loadings for each item are shown below.

Factor 1 (Relationship with Teacher)
Factor 2 (Classroom Relationships among Peers)
Factor 3 (Personal Relationships among Peers)

Item	Loading on Factor 1	Loading on Factor 2	Loading on Factor 3
1	.334		
2	.618		
3	.541		
4	.421	.478	
5	.507		
6		.466	
7	.317		
8	.359		
9	.457	.476	
10	.536		
11	.789		
12	.635		
13	.626		
14	.535		
15	.639		
16	.666		
17		.663	
18		.612	
19			.605
20	.283		
21		.688	
22			
23		.546	
24		.423	
25			.759
26		.306	
27		.553	
28			.569

Classroom Climate. To measure classroom climate, two primary instruments were originally constructed. (Several other instruments also contained small segments relevant to classroom climate, but these segments have been eliminated.) The first of the primary instruments was About My Class, Part I and Part II. Part I is being included in its original form as the measure of classroom climate for Grade 3 in the impact study. Reliability data on this instrument are provided in the following paragraphs. Part II of this instrument is being eliminated from the impact study due to evidence of low validity and reliability.

The second primary instrument used to measure classroom climate in the pilot study was the Classroom Climate Scale, Part I and Part II for Grades 5, 8, 11. This instrument has been entirely revised. Part I proved to be much more difficult for students than had been anticipated. Both the language and the format caused problems for the students. Using a simpler format and vocabulary at a lower difficulty level, the first part of the instrument was revised to parallel About My Class, Grade 3. This new form is entitled About My Class, Grades 5, 8, 11. Since the new form is substantially changed, no reliability or validity data are available on it at present. However, as it parallels the Grade 3 form, one would anticipate that the reliability and validity figures would be similar to those for the Grade 3 instrument. Part II of the Classroom Climate Scale was eliminated from the impact study due to evidence of low reliability and validity. Much of the content of this instrument overlapped that of other instruments used in the study. Thus, it was determined that the second section of the Classroom Climate Scale could be eliminated without a major loss of information. Pilot test results relevant to classroom climate are presented below.

As discussed above, About My Class, Grade 3, was revised to include only Part I of the original About My Class instrument. Since the number of items was small, factor analysis techniques were not deemed appropriate. Instead, item to total correlations were computed to verify the presence of a single underlying factor, represented by the total score. Results are shown below.

Internal Consistency Reliability:

Equal Length Spearman-Brown = .835
Guttman Split-Half = .834

Item to Total Correlations:

Item	Correlation with Total Score	Significance Level
1	.716	.001
2	.418	.001
3	.617	.001
4	.572	.001
5	.533	.001
6	.650	.001
7	.606	.001
8	461	.001
9	.663	.001
10	.692	.001

Attitudes Toward School. Orginally, one primary instrument, the Classroom Situations measure, and segments of several other instruments had been proposed to assess attitudes toward school. However, due to evidence of low reliability, the Classroom Situations instrument was eliminated from the impact study, as well as small segments of other instruments. These have been replaced by the Educational Quality Assessment (EQA) subscales on Interest in School and Learning at the elementary, intermediate, and secondary levels. Validity and reliability data on these instruments have been compiled by EQA. Each of these instruments shows high reliability figures and a subscale structure suitable for measuring attitudes toward school. Details are presented below.

The Educational Quality Assessment (EQA) subscales on Interest in School and Learning will be used to measure attitudes toward school. Information on the reliability and validity of these subscales is included in the manual Getting Inside the EQA Inventory, Grades 5, 8, and 11, Pennsylvania Department of Education, 1976. Relevant results from this source are summarized below.

Internal Consistency Reliability:

Interest in School and Learning - Grade 5

Number of Items = 28
Reliability = .88
(coefficient alpha)

Interest in School and Learning - Grade 8

Number of Items = 30
Reliability = .91
(coefficient alpha)

Interest in School and Learning - Grade 11

Number of Items = 37
Reliability = .86
(coefficient alpha)

Validity:

For each of the subscales on Interest in School and Learning, the EQA has identified several factors. These are listed below. Related explanations of these factor structures are contained in the EQA manual, Getting Inside the EQA Inventory.

Interest in School and Learning - Grade 5

Attitude Toward Learning - 18 items
School Climate - 10 items

Interest in School and Learning - Grade 8

Attitude Toward Learning - 15 items
Attitude Toward School - 15 items

Interest in School and Learning - Grade 11

Attitude Toward Learning - 10 items
Attitude Toward School - 17 items
Attitude Toward Teacher - 10 items

Further Comments on Classroom Climate. As explained above, the Classroom Situations instrument was eliminated from the impact study due to evidence of low reliability and low construct validity in relation to attitudes toward school. However, based on the pattern of results on this instrument, it is hypothesized that the reasons for its low performance on the reliability and validity measures are due to the specific nature of the questions. Each of the items was constructed to measure very specific aspects of the Life Skills program, and the items were scored in accordance with their relationship to the Life Skills goals. Since some of the Life Skills goals were being achieved by only a very few of the programs, the resulting pattern of intercorrelations and overall scores on this instrument lowered some of the statistics.

Even though this instrument is not to be used as a part of the impact study, it is to be administered in the Life Skills testing package, and the results are to be used to provide process feedback to project personnel on some of the more specific aspects of the Life Skills Program.

Activity 12

In making arrangements for fall testing, the sample plan was to involve, ideally, 100 Life Skills and 30 control classrooms for the impact study. During the second quarter, 80 Life Skills and 25 control classrooms were contacted by the RBS field specialist and agreed to cooperate.

Activity 13

During the First Quarter, the teacher training follow-up survey was conducted. Results of this survey were summarized during the Second Quarter and are presented in the following pages.

The documentation of the follow-up survey on the teacher training workshop involved reporting the results obtained from 60 teachers in 23 schools. The teaching experience of the teachers ranged from 2 to 33 years, with a mean of 10.5 years. The methods used to report responses were direct percentages, mean percentages, mean ratings, and actual comments from the teachers. The question which allowed for these comments included:

- Which of the Life Skills activities have you found the most helpful?
- Have you tried any variations of the Life Skills activities or created any of your own similar activities? Please describe.
- How do the Life Skills activities compare to similar materials you have used in your classroom that deal with feelings, values, or emotions?
- How has (have) your class(es) responded to the Life Skills activities?
- Have you seen any noticeable changes in individual students since you began using the Life Skills activities? Please describe.
- Did the workshop meet your expectations?
- What is the <u>one</u> aspect of the workshop that has been <u>most</u> useful to you?
- What is the <u>one</u> aspect that was <u>least</u> helpful to you?

- What additional topics do you think should be covered in future Life Skills Teacher Training Workshops? Should any topics be eliminated?
- As a group, how would you rate the ability of the workshop trainers?
- Additional comments on any aspect of the Life Skills workshop or materials would be appreciated.

Data from the teacher follow-up survey showed positive results. The majority of the teachers reported that they were employing the Life Skills activities once a week or more, and they noted an increase in the use of the four general affective strategies (Listening for Feeling, Behavior Feedback, Values Clarification, and Role Playing). In general, the teachers felt the change in their students was positive. Results on direct response questions are presented on the following pages.

LIFE SKILLS FOR MENTAL HEALTH

FOLLOW-UP SURVEY ON TEACHER TRAINING WORKSHOP

Name (Optional) _____ Date Spring, 1979

School System 23 Schools Grade Level _____

Subject Specialty Area _____ No. of Years Teaching Experience Mean = 10.5 Range = 2 to 33

This questionnaire is a follow-up on the Life Skills Teacher Training Workshop that you attended. Its purpose is to collect feedback for improving future workshops. Please answer each question as honestly and completely as possible. When you have completed the questionnaire, please place it in the enclosed postage-paid envelope and return to RBS. Thank you.

Subject	
Elementary Education	10
Early Childhood	3
English	4
PE and Health	3
Social Studies	5
Special Education	4
Math	5
Language Arts and Reading	5
Other	13
No Response	8
Total	60

Grade Level	
Primary	13
Middle School	17
Junior High	15
Senior High	4
Other	8
No Response	3
Total	60

Part I: Use of Life Skills Activities

Percent

1. Which Life Skills Activity Guide do you use? (Circle your answer.)

34 A. Ages 5-8
23 B. Ages 9-11
31 C. Ages 12-14
13 D. Ages 15-18

Percent

2. On the average, how often do you use Life Skills activities in your classroom? (Circle your answer.)

21 A. Once a day or more
26 B. Several times a week
17 C. About once a week
15 D. Several times a month
21 E. Once a month or less

3. Which of the Life Skills activities have you found the most helpful? Please name or describe these activities. (List page numbers when possible.)

4. Have you tried any variations of the Life Skills activities or created any of your own similar activities? Please describe.

5. Life Skills activities can be employed in a number of ways. Estimate what percent of all the Life Skills activities that you have used fit into each of the following categories:

Mean Percent		
31	%	Integrated with classroom lessons
25	%	Used as separate activities
19	%	Introduced at teachable moments
06	%	Other: _____
100%		

6. Four strategies were introduced in the workshop you attended. Please indicate how often you have used each of these strategies - before the workshop and now, after the workshop.

For each of the strategies, circle the letter that best indicates how often you have used this strategy.

See attached summaries.

A. - Once a day or more
B - Several times a week
C - About once a week
D - Several times a month
E - Once a month or less

	Before Workshop					After Workshop				
Listening for Feeling	A	B	C	D	E	A	B	C	D	E
Behavior Feedback	A	B	C	D	E	A	B	C	D	E
Role Playing	A	B	C	D	E	A	B	C	D	E
Values Clarification	A	B	C	D	E	A	B	C	D	E

7. How do the Life Skills activities compare to similar materials you have used in your classroom that deal with feelings, values or emotions? Circle your answer.

Percent	
31	A. The Life Skills activities are more effective.
50	B. The Life Skills activities are just as effective.
05	C. The Life Skills activities are less effective.
07	D. The Life Skills activities address different topics and cannot be compared to other materials.
07	E. I have not used other affective materials.

Comments:

6. FREQUENCY OF USE OF LIFE SKILLS STRATEGIES

	Percent	
Listening for Feeling	Before	After
A. Once a day or more	26	48
B. Several times a week	29	34
C. About once a week	16	05
D. Several times a month	15	07
E. Once a month or less	15	05
Behavior Feedback		
A. Once a day or more	07	31
B. Several times a week	26	46
C. About once a week	28	07
D. Several times a month	13	11
E. Once a month or less	26	06
Role Playing		
A. Once a day or more	06	09
B. Several times a week	02	16
C. About once a week	13	20
D. Several times a month	24	21
E. Once a month or less	57	34
Value Clarification		
A. Once a day or more	06	17
B. Several times a week	11	22
C. About once a week	20	22
D. Several times a month	22	21
E. Once a month or less	41	19

Part II: Student Response to Life Skills Activities

Percent

8. How has (have) your class(es) responded to the Life Skills activities?

			Mean Rating
23	5- A.	Very positively	
56	4- B.	Positively	3.91
14	3- C.	Neutral	
04	2- D.	Negatively	
03	1- E.	Very negatively	

Comments:

9. Since you began using the Life Skills activities and strategies, have you noted any changes in your students in the following areas?

For each area, circle the letter that best indicates the degree and direction of change you have observed.

A. Very positive change (5)
B. Positive change (4)
C. No change (3)
D. Negative change (2)
E. Very negative change (1)

Mean Response	Behavior	Degree of Change
3.87	Students' ability to express their feelings.	A B C D E
3.75	Students' ability to accept their feelings.	A B C D E
3.77	Students' ability to accept the feelings of others.	A B C D E
3.57	Students' ability to accept the values of others.	A B C D E
3.79	Students' self-confidence and self-awareness.	A B C D E
3.77	Students' ability to get along with one another.	A B C D E
3.87	Students' ability to cooperate and relate to you (the teacher).	A B C D E
3.70	Students' ability to control their behavior and solve problems before they become major disruptions.	A B C D E

10. Have you seen any noticeable changes in individual students since you began using the Life Skills activities? Please describe.

Part III: Usefulness of the Workshop

Percent	11. How much of the material presented in the workshop was new to you?
05	A. All
28	B. Most
58	C. Some
08	D. None

Percent	12. How much of the material presented in the workshop has been helpful to you?
22	A. All
30	B. Most
43	C. Some
05	D. None

Percent	13. Did the workshop meet your expectations?
11	A. It was exactly what I expected.
55	B. It was close to what I expected.
25	C. It was different from what I expected.
09	D. It was very different from what I expected.

Comments:

14. What is the one aspect of the workshop that has been most useful to you?

15. What is the one aspect that was least useful to you?

Percent 16. How highly would you rate the success of the workshop in helping you to integrate the Life Skills activities and strategies with your lesson plans and classroom content?

		Mean Rating
05	5- A. Very high success	
32	4- B. High success	
32	3- C. Medium success	
20	2- D. Low success	3.02
11	1- E. Very low success	

17. What additional topics do you think should be covered in future Life Skills Teacher Training Workshops? Should any topics be eliminated?

Percent 18. Was your attendance at the Life Skills Teacher Training Workshop voluntary or required?

48	A. Voluntary
52	B. Required

Percent Circled 19. Did you receive any type of credit for the Life Skills Teacher Training workshop? (Circle all that apply.)

35	A. Certification renewal credit.
46	B. Local school system staff development credit.
22	C. Coursework credit through a college or university.
43	D. No credit options were available.

20.1 In what format was your Life Skills workshop presented?

Percent		
05	One day workshop	
14	Two day workshop	
19	One day workshop with later follow-ups	
19	Two day workshop with later follow-ups	
-	Several Saturday sessions	
12	Several evening sessions	
26	Other	_____

20.2 Would you have preferred a different format?

Percent		
75	No. I was satisfied with the format.	
25	Yes. I would have preferred:	

Percent		
07	One day workshop	
21	Two day workshop	
07	One day workshop with later follow-ups	
21	Two day workshop with later follow-ups	
-	Several Saturday sessions	
-	Several evening sessions	
43	Other	_____

21. The planned objectives of the teacher training workshop are listed below. Based on your experience with the Life Skills activities in your classroom, please circle the number which indicates how well you feel each objective was attained.

Mean Rating	Objectives:	5 Very Successful	4	3 Uncertain	2	1 Very Unsuccessful
4.16	To create an awareness of the importance of affective education.	A	B	C	D	E
3.95	To increase understanding of the relationship between affective and cognitive learning.	A	B	C	D	E
3.96	To create an understanding of the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.	A	B	C	D	E
4.06	To introduce and demonstrate selected classroom activities in the Life Skills Program.	A	B	C	D	E

	Objectives:	Very Successful		Uncertain		Very Unsuccessful
3.96	To facilitate teachers' personal knowledge and skill in the four Life Skill Strategies.	A	B	C	D	E
3.82	To develop and/or increase teachers' confidence in their ability to conduct Life Skills activities.	A	B	C	D	E
3.79	To provide resources for additional training, consultation and materials.	A	B	C	D	E

Percent 22. As a group, how would you rate the ability of the workshop trainers?

Percent		Mean Rating
19	5- A. Very high	
49	4- B. High	
16	3- C. Medium	3.65
09	2- D. Low	
07	1- E. Very low	

Comments:

23. Additional comments on any aspect of the Life Skills workshop or materials would be appreciated.

Activity 14

Drawing upon the LS evaluative results to date, RBS assisted the DHR in the review and composition of a Joint Dissemination Review Panel draft submission. This report encompassed descriptions of the program's goals, strategies, class implementation, costs, evidence of effectiveness, design, sampling, implementation, analysis, and results.

Third Quarter Accomplishments

The primary focus of the third quarter's evaluation activities was on pretesting for the impact study. This involved administering pretests to Life Skills and control students, observing Life Skills and control classrooms, and administering opinion surveys to Life Skills and control teachers. Other major activities during this quarter were conducting a survey of CMHC personnel and completing preliminary arrangements for processing the pretest data.

Objectives Achieved

Presented below is a list of objectives that were achieved during the third quarter.

1. Complete scheduling for pretesting.
2. Administer pretests to Life Skills classes.
3. Administer pretests to control classes.
4. Conduct Life Skills classroom observations.
5. Conduct control classroom observations.
6. Administer Mental Health Opinion Survey to Life Skills and control teachers.
7. Administer Life Skills Teacher Survey.
8. Collect Activity Log data.
9. Complete preliminary arrangements for coding of data.
10. Complete preliminary arrangements for computer processing of pretest data.
11. Summarize data from telephone interviews conducted during the Second Quarter with Community Mental Health Center (CMHC) Life Skills coordinators.
12. Conduct mail survey of CMHC personnel.

4

Activities Undertaken

The activities described below have occurred during the Third Quarter.

Activity 1

The process of contacting schools, obtaining cooperation for testing, and scheduling pretesting continued throughout September. The RBS field specialist first contacted active CMHC coordinators. They were asked to call schools where they had trained and arrange meetings between the RBS field specialist and building principals. At the meetings, the field specialist explained all instruments and testing procedures. The principals then were asked for their permission to conduct research at their schools. If permission was received, the principals then contacted their teachers. Meetings with teachers were conducted by the RBS field specialist or by the tester assigned to the particular school. These meetings were held to inform the teachers of testing procedures and time requirements.

Scheduling of testing and observations was handled in several ways. In some schools, the principal would schedule all of the testing; in other schools, a sign-up sheet was used to allow the teacher to choose the day and time most convenient to his or her schedule.

Once the RBS field specialist had obtained the cooperation of a principal and the faculty of a school, formal meetings then were arranged with the district superintendent and curriculum staff to explain the Life Skills instruments and to obtain district approval for testing.

Activity 2

Pretesting of Life Skills student participants began in early September and continued throughout the Third Quarter. Five testers were hired to conduct the pretesting and the classroom observations. Each was assigned responsibility for a certain group of Life Skills classrooms.

The instrumentation plan shown on the next page lists all instruments administered to Life Skills student participants. Copies of each of these instruments are included in the Appendix. Total administration time averaged 45 minutes for third grade students and 40 minutes for fifth, eighth, and eleventh grade students. Few difficulties were encountered in administering the pretest instruments although teacher conflicts sometimes forced the testers to reschedule testing sessions.

Activity 3

Pretesting of control student participants began in early October and continued throughout the Third Quarter. Procedures employed for testing the control students were identical to those for the Life Skills students. The same five testers who conducted the Life Skills pretesting conducted the control pretesting. Conditions were similar to those encountered in the Life Skills classrooms.

Activity 4

After pretesting had been completed in each Life Skills classroom, the tester scheduled two observation sessions--one for a Life Skills activity period and one for a regular classroom lesson. These observations

Instrumentation Plan

Research Questions	Dependent Variables	Measures Used
Does the LS program have a positive effect on intrapersonal skills?	Self-concept	Myself (G3) Myself (G5, 8, 11) Observation
Does the LS program have a positive effect on interpersonal skills?	Relationships among peers Student-teacher relationships	My Class (G3) School Life (G5, 8, 11) Observation My Class (G3) School Life (G5, 8, 11) Observation
Does the LS program have a positive effect on classroom climate?	Classroom climate	About Your Class (G3) About Your Class (G5, 8, 11) Classroom Situations (G8, 11)
Does the LS program have a positive effect on attitudes toward school?	Attitudes toward school	Attitude Toward School (G5) Attitude Toward School (G8) Attitude Toward School (G11)
Does the LS program have a positive effect on drug-related behaviors?	Frequency of drug use Attitudes toward drug use	My Opinion (G5) My Opinion on Drugs and Alcohol (G8, 11)

were scheduled at the teacher's convenience, and in most cases they were conducted by the same person who administered the pretests to the class.

Observers remained in the classroom for the entire class period and recorded their observations on the Life Skills for Mental Health Classroom Observation Form. A copy of this instrument is included in the Appendix. Observers recorded objective data on the classroom environment, and rated both staff and students on the nature of their affective behaviors in the classroom.

Scheduling was the only noticeable problem in conducting the observations. Teachers were not enthusiastic about being observed, and thus tended to be more reluctant to specify times when the observations could be conducted. Despite this minor problem, observations were scheduled and carried out from the beginning of October through the end of the Third Quarter.

Activity 5

For the control classrooms only one observation session was necessary, and it was conducted during a normal classroom lesson. Observation conditions were similar to those for the LS classrooms. All observations were scheduled in advance, at a time convenient for the teacher. The same person who administered the pretesting usually conducted the observation. The observation form was the same as that used in the LS classrooms, and the observers were the same five individuals who conducted the LS

observations. No new problems were encountered in conducting the control observations.

Activity 6

While pretesting was being administered in their classrooms, both LS and control teachers were asked to complete several surveys related to the LS program. The first of these was the Life Skills for Mental Health Opinion Survey, a thirteen item questionnaire regarding the role of mental health education in the classroom. A copy of this survey can be found in the Appendix.

Teachers were requested to complete the survey during the pretesting period and return it directly to the tester or to mail it to the RBS field specialist. Although teachers could choose not to complete the survey, the large majority were very willing to cooperate.

Activity 7

The second survey to be administered to teachers was the Life Skills for Mental Health Teacher Survey. A copy of this survey is included in the Appendix. Only LS teachers were asked to complete this 15 item questionnaire which focused on the frequency with which the LS activities were employed, the types of LS activities and strategies employed, and the perceived influence of the LS program on the behavior of students.

LS teachers were asked to complete this survey during the pretesting period, then to return it directly to the tester or mail it to the RBS field specialist. Virtually all of the LS teachers chose to complete the survey.

Activity 8

Life Skills teachers also were asked to complete the Activity Log for Life Skills for Mental Health. A copy of the Activity Log is included in the Appendix. On this log, teachers were requested to keep a record of the Life Skills activities they used in their classroom, the manner in which the activities were employed, the time spent on each activity, and the class reaction to the activity. Teachers were asked to maintain this log for a period of weeks, then mail it to the RBS field specialist or return it to the tester at the time of posttesting.

Activity 9

In the RBS Philadelphia office during the Third Quarter, arrangements were made for coding the pretest data as it arrived from Georgia. Format entry codes for each instrument were specified and all available modes of data entry were reviewed. The option chosen was to process data directly from the Life Skills instruments to the computer memory via terminal entry. Programming necessary to allow this direct data entry was completed during the Third Quarter. Planning for a verification system to check the accuracy of data entered in the computer memory also was begun in the Third Quarter.

Activity 10

Preliminary arrangements for data processing were completed during the Third Quarter. Statistical packages were reviewed and alternative plans for analyses were prepared. A two phase plan was chosen. For the

first phase of the analysis, in-house statistical programs are to be used to compile descriptive statistics and run basic statistical tests. Then a link with the UNICOLL computer system is to be made to allow access to the SPSS and SAS statistical packages required for the second phase of the data analysis. This plan provides the highest economy and most flexibility of any considered.

Activity 11

During the Third Quarter, results of telephone interviews with CMHC Life Skills coordinators in twenty-five centers were summarized. These interviews were conducted to determine the current status of the Life Skills program training. The following questions were asked:

1. When were your staff trained in the Life Skills program?
2. How many Life Skills workshops have your staff conducted?
3. How many teachers and other adults have your staff trained?
4. Does your staff have any future workshops planned?

Results showed that 28 percent of the staffs had been trained in 1977, 36 percent has been trained in 1978, and 32 percent were trained in 1979. Of the 25 CMHCs surveyed, 24 percent had held one to five workshops and 16 percent had conducted between six to ten workshops. In these workshops, the total number of teachers and other adults trained ranged from 12 to 235. However, 64 percent of the CMHCs had trained no teachers or other adults.

Regarding plans for future workshops during the current school year, 72 percent of the CMHCs had no future workshops planned while the remain-

ing 28 percent had one or two workshops scheduled for the upcoming months.

Activity 12

The Community Mental Health Questionnaire was mailed to all CMHC personnel who had trained people in the Life Skills program or who planned to hold training sessions in the near future. The purpose of the survey was to determine the CMHC's present level of involvement in the Life Skills program and to assess whether the Life Skills program had enhanced interactions between the CMHC and other related community agencies. A copy of the questionnaire is included in the Appendix. Results of the survey were compiled in the Fourth Quarter.

Fourth Quarter Accomplishments

The primary focus of the Fourth Quarter's evaluation activities was on the processing of pretest data. This involved coding of all pretest data and preparation for pretest data analyses. Other major activities during this quarter included the design of Student Record Forms, the description of four mini-studies being conducted as part of the evaluation study, the compilation of data from the CMHC questionnaire, and preliminary arrangements for the scheduling of posttesting.

Objectives Achieved

Presented below is a list of objectives that were achieved during the Fourth Quarter.

1. Complete all classroom observations in Life Skills and control classes.
2. Deliver all pretest data to RBS.
3. Code all pretest data.
4. Complete arrangements for analysis of pretest data.
5. Begin design of Student Record Forms to collect data on attendance and disruptive behavior.
6. Complete descriptions of mini-studies.
7. Summarize data from CMHC mail survey.
8. Begin scheduling for posttesting.

Activities Undertaken

The activities described below were completed during the Fourth Quarter.

Activity 1

Most classroom observations were completed during the Third Quarter, but a few remained to be carried out in the Fourth Quarter. An additional observer was hired and trained in Savannah to replace an observer who was having difficulty completing the task due to illness. The remaining observations were completed with no major difficulties, early in the Fourth Quarter.

Activity 2

All student surveys, teacher surveys, and observation forms were collected from each classroom by the tester and delivered by mail or in person to the field coordinator in Georgia. The field coordinator logged the contents of each classroom packet, then readied it for shipment to the RBS office in Philadelphia. Shipment was made in two segments in order to allow coding to begin in Philadelphia while the final part of the pretesting was completed in Georgia.

Activity 3

As soon as the first shipment of pretest data arrived in Philadelphia, processing began. Two stages were involved in the initial data processing. First, each classroom packet was sorted and its contents logged. All survey forms for each student were grouped together and labeled with the student's ID number. This ID number and all forms completed by the student then were logged into a data entry record.

At the second stage, data for each student were entered into off-line storage on a Z-80 micro-computer. For each student form, the

micro-computer was programmed to accommodate the format of the survey and to check for errors in data entry. This automatic checking feature was designed to signal coders whenever a data entry was out of range or in logical conflict with other entries in the series. Thus, coding errors were reduced to a minimum.

Using a Hazelton 1200 computer terminal, coders entered data for more than 3,300 students directly into the micro-computer storage system. Data from the teacher surveys and the observation forms were less amenable to direct entry; these data were coded by hand and transferred to computer cards for later processing.

Activity 4

As data were being coded, preparations for analysis of the pretest data also were taking place. All plans for statistical analyses were completed and computer capabilities assessed in relation to anticipated needs. While the micro-computer offered the capability to handle basic analyses involving frequencies and descriptive statistics, a more sophisticated system was needed to run the more complex analyses such as the analyses of variance and regression analyses. Since the micro-computer offered the capability of linking up with two IBM model 370/168 large scale computers located at the UNICOLL Corporation in Philadelphia, arrangements were made to take advantage of this feature.

Once all data entry has been completed, corrected for errors, and sorted on appropriate variables, all data will be transferred to the UNICOLL System where the major components of the pretest analysis will be carried out.

Activity 5

During the Fourth Quarter, the design of Student Record Forms to collect data on school attendance and disruptive behavior was begun. First, a sampling of existing school records was conducted. The RBS field coordinator examined records in several schools and contacted the central office of the Georgia Department of Education to obtain further information. This search revealed that schools in Georgia are required to keep attendance records only. Beyond the attandance data, there are no established conventions or standards for student records. In particular, data on student disruptive behavior are often not available.

Based on these findings, a decision was made to use student school records for obtaining attendance and tardiness data, and, when possible, information on disruptive behavior. Forms appropriate for collecting these data will be developed early in the First Quarter of the Third Year.

Since not all schools include information on student disruptive behavior in their records, a second technique will be employed to gather back-up data in this area. Teachers will be asked to rate each of their students on changes in disruptive behavior observed over the course of the school year. These ratings then will be used to aid in determining the effect of the Life Skills program on student disruptive behavior. Teacher Survey Forms appropriate for collecting this information will be developed early in the First Quarter of the Third Year.

Activity 6

The Evaluation Study is a large research effort involving more than 100 Life Skills classrooms and 40 control classrooms throughout the state

of Georgia. As such, it provides the opportunity to examine separate parts of the data in small scale mini-studies. Three of these have been identified for study as a part of the evaluation effort. Each is described below.

Mini-study #1

The Life Skills training team in Augusta has been very active in involving high school teachers and students in the Life Skills program. The Augusta high school environment is especially well suited to the Life Skills program since students remain with the same teacher all year, rather than shifting on a quarterly or semester schedule. Thus, Augusta high school students receive exposure to a single Life Skills teacher for an entire year before moving on to a different teacher who may or may not be involved in the Life Skills program.

It is hypothesized that the Augusta high school students will show more pronounced effects from the Life Skills program than high school students who receive only a quarter or a semester of the Life Skills program. To test this hypothesis, outcome results for Augusta students will be compared to those for Macon students who are on the quarter system.

Mini-study #2

The Life Skills training team in Savannah has been very successful in recruiting schools and teachers for the Life Skills program. In several schools, all the teachers have been trained and have participated in the Life Skills program. When all teachers in a school are knowledgeable about

the Life Skills program and are using it in their classrooms, the cumulative effect on students may be much higher than for students in schools where only a few teachers are involved in the Life Skills program. To test this hypothesis, data from Savannah schools in which all staff are participating in the Life Skills program will be compared with data from Savannah schools in which only a few of the teachers are participating in the Life Skills program. This "level of [illegible]vement" variable may prove to be a good predictor of the extent to which the Life Skills program impacts on student outcomes.

Mini-study #3

This study focuses on the effects of the Life Skills program when used with children outside the regular classroom. Two classes of emotionally disturbed children and their teachers will participate in the Life Skills program. One class is composed of children who are hospitalized but attend school during the day; children in the other class live at home but are in a special classroom setting.

This study is exploratory; it is designed to investigate the areas in which emotionally disturbed chidren are most affected by the Life Skills program. Survey data will be collected in the two classrooms using the standard instruments for the Evaluation Study; observation data will be collected with a more intensive observation form. A copy of this observation form is presented in the following pages. The data from the emotionally disturbed children will be compared to data for children in regular Life Skills and control classrooms.

LIFE SKILLS FOR MENTAL HEALTH

Classroom Observation Form 2

School/School District_____

Observer_____

Date_____ Time Block_____:_____ to_____:_____

Teacher_____

Grade Level_____ Subject Area_____

1. Subjects in Classroom

Number

_____Teachers

_____Aides

_____Students

_____Other:_____

2. Physical Arrangement

Number

_____Individual student desks

_____Small group tables

_____Resource areas

_____Carrels

_____Teacher desks

_____Other:_____

Sketch classroom arrangement:

3. Major Activity Scheduled for Observation Period

(check one category)

_____Life Skills Activity

_____Academic instruction

_____Tutoring

_____Recreation/free time

_____Other:_____

4. Mode of Group Participation in Major Activity

(check all that apply)

_____Entire Class

_____Small groups

_____Individual students

_____Other:_____

5. TYPE OR TYPES OF MATERIAL PRESENTATION

Check those that are appropriate

a. Lecture_____

b. Discussion _____

c. Question/Answer_____

d. Drill_____

e. Individualized activities with Teacher help_____

f. Individualized activities without Teacher help_____

g. Group activities with teacher help_____

h. Group activities without teacher help_____

i. Testing_____

j. Audio/Visual presentation_____

k. Free Time_____

l. Other:_____

Narrative on material presentation:

6. Affective Behavior of Teachers (Rate behavior at end of observation period).

The teacher's style is:

	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
1. dynamic/enthusiastic	4	3	2	1	N/A
2. angry/defensive	4	3	2	1	N/A
3. tentative/unsure	4	3	2	1	N/A
4. depressed/withdrawn	4	3	2	1	N/A
5. Insecure/apprehensive	4	3	2	1	N/A
6. pleasant/warm but distant	4	3	2	1	N/A
7. pleasant/warm w/close student contact	4	3	2	1	N/A
8. patronizing toward students	4	3	2	1	N/A
9. expressive of personal feelings	4	3	2	1	N/A
The teaching technique:					
10. sustains student interest	4	3	2	1	N/A
11. shows creativity	4	3	2	1	N/A
12. is uninspired	4	3	2	1	N/A
13. includes personal anecdotes					
14. uses lessons directly from the book w/out innovation	4	3	2	1	N/A
15. is appropriate for the class, age & level	4	3	2	1	N/A
16. is "too old" for the class	4	3	2	1	N/A
17. is "too young" for the class.	4	3	2	1	N/A

	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
Teacher's attitude toward students:					
18. supportive of students	4	3	2	1	N/A
19. shows concern over individual student progress	4	3	2	1	N/A.
20. encourages students to discuss feelings	4	3	2	1	N/A
21. tolerates student behavior that causes classroom disruption	4	3	2	1	N/A
22. Centers on a few students for responses	4	3	2	1	N/A
23. Threatens students	4	3	2	1	N/A
24. Embarrasses students	4	3	2	1	N/A
25. Criticizes students unfairly	4	3	2	1	N/A
26. Imposes value judgements on students feelings	4	3	2	1	N/A
27. Ignores student observations or expressions of feelings in discussion	4	3	2	1	N/A
28. Develops "we" feeling w/students	4	3	2	1	N/A
29. Accepts student feelings	4	3	2	1	N/A
30. encourages personal anecdotes & responses from students	4	3	2	1	N/A
31. responsive to students' facial expressions and/or stated concerns	4	3	2	1	N/A
32. draws in less responsive students	4	3	2	1	N/A

	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
Classroom Management:					
33. Explains and/or reinforces class rules	4	3	2	1	N/A
34. Encourages free and open discussion	4	3	2	1	N/A
35. Insists on raising of hands for discussion	4	3	2	1	N/A
36. Gives explicit directions	4	3	2	1	N/A
37. Discourages questions or requests for help	4	3	2	1	N/A
38. Ignores deviant behavior	4	3	2	1	N/A
39. Overreacts to deviant behavior	4	3	2	1	N/A
40. Positively redirects deviant behavior	4	3	2	1	N/A
41. Relates the topic to individual feelings	4	3	2	1	N/A

Narrative on teacher behavior

7. Nature of Affective Behaviors of Students (Rate behaviors at end of the observation period.)

	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
Students tend to:					
a. agree with or support classmates	4	3	2	1	N/A
b. have difficulty communicating with the teacher	4	3	2	1	N/A
c. be caring toward classmates					
d. require little supervision	4	3	2	1	N/A

dents tend to:

	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
e. cooperate and share with classmates	4	3	2	1	N/A
f. engage in behavior that causes classroom disruption	4	3	2	1	N/A
g. work easily with the teacher	4	3	2	1	N/A
h. be aware of classmates' feelings in discussion situations	4	3	2	1	N/A
i. be aware of classmates' feelings on a personal level	4	3	2	1	N/A
j. criticize or make fun of classmates	4	3	2	1	N/A
k. show pride in their work and accomplishments	4	3	2	1	N/A
l. take some responsibility for solving behavior problems	4	3	2	1	N/A
m. feel free to request help	4	3	2	1	N/A
n. be able to communicate with classmates in discussion situations	4	3	2	1	N/A

Narrative on student behavior:

Activity 7

In the third quarter, a Community Mental Health Questionnaire was mailed to all CMHC personnel who had trained people in the Life Skills program or who planned to hold training sessions in the near future. This survey was designed to determine the CMHC's present level of involvement in the Life Skills program and to assess whether the Life Skills program had facilitated interactions between the CMHC and other community agencies.

Responses from 22 CMHC trainers were received. Background information on the respondents indicated that the majority held coordinator positions for child and youth service programs. One-third of the respondents were trained for the Life Skills program in 1977, another third in 1978, and the final third in 1979. At their centers, the number of other CMHC personnel trained in the Life Skills program ranged from one to five with an average of four new trainees. Most of these personnel were from youth or drug and alcohol programs, the areas most closely linked with the Life Skills program.

Life Skills training teams ranged in size from one to 15, but averaged about four. The level of activity for these teams was relatively low. Thirty-two percent had conducted no workshops; 32 percent had presented one or two workshops per year; 23 percent gave three to five workshops per year, and only 14 percent had presented more than five workshops per year. Thirty-eight percent of the respondents felt the Life Skills program had increased referrals in their programs, but the remaining 62 percent saw no effect.

The chart below shows responses to a number of questions on how the Life Skills program has affected communication with other agencies. The findings show that communication with the schools and the Georgia Department of Human Resources has increased substantially as a result of the Life Skills program. Contact with other CMHCs and with district school boards also has increased since the Life Skills program began.

Question	Percent	
Has the Life Skills program affected your CMHC communication or contacts with:	Yes	No
the schools?	84	16
the Georgia Department of Human Resources?	68	32
other CMHCS?	45	55
the district school board?	45	55
other state level personnel?	19	81

Activity 8

The first phase of posttesting will take place during the First Quarter of the Third Year, beginning in late April and continuing into May. Since this is a busy time in many school districts, efforts have been made during the Fourth Quarter to begin scheduling for posttesting. This early scheduling not only assures that the testing dates will be placed on the teachers' calendars well in advance, but it also provides another point of contact between the Life Skills teachers and the Evaluation Study staff. This continuing contact is important in maintaining school and teacher cooperation.

III. ACCOMPLISHMENTS PLANNED FOR THE THIRD YEAR

Objectives and planned activities for the third year of the Evaluation Study are described and discussed in this section. Emphasis will be placed on the outcome evaluation effort: both the spring posttesting and the winter posttesting will be completed in the third year. Analyses then will be conducted and a final project report will be issued. Projections for the third year's work are based on current planning which may or may not require modifications or adjustments in the face of ongoing experience in the operation of the Evaluation Study.

Objectives for Third Year

Planned objectives for the third year of the Evaluation Study of the Georgia Life Skills for Mental Health program are listed below.

1. Conduct preliminary analysis of pretest data.
2. Hire and train observers.
3. Schedule spring posttesting.
4. Administer student and teacher spring posttest surveys.
5. Conduct spring posttest observations.
6. Conduct mini-studies.
7. Code and process spring posttest data.
8. Conduct comparison analysis of fall pretest/spring posttest data.
9. Conduct follow-up mail survey of CMHCS and summarize findings.
10. Schedule fall posttesting.
11. Administer student and teacher fall posttest surveys.
12. Conduct fall posttest observations.

13. Code and process fall posttest data.

14. Conduct final comparison analysis of fall pretest/spring posttest/fall posttest data.

15. Analyze data from mini-studies.

16. Prepare final report on the process evaluation.

17. Prepare final report on the outcome evaluation.

Planned Activities for Third Year

The third year of the Evaluation Study will be devoted to assessing student and teacher outcomes. The data collection design calls for a pretest/posttest/posttest pattern. This pattern was selected to allow the maximum time for demonstration of effects possible under the temporal constraints of the present study.

The first phase of data collection already has been completed. Pretesting was conducted in Fall 1979. A total of 3,337 students and 143 teachers at the third, fifth, eighth, and eleventh grade levels were included in the sample. The same students and teachers will be included in each of the two posttest sessions, scheduled for Spring 1980 and Fall 1980. All instrumentation for the two posttest administrations will be identical to that used in pretesting. Efforts will be made to insure that administration procedures and conditions are as similar as possible for all of the testing sessions. Classroom observations also will be conducted as part of each of the posttest administrations. Data for the mini-studies will be collected at the same time as the rest of the posttesting takes place.

Data analysis will be carried out in three segments. First, in Spring 1980, preliminary analyses of the pretest data will be conducted to assess initial sample characteristics. In Summer 1980, the second phase of data analysis will be conducted as comparisons of data from the pretest and the first posttest are made. Finally, in Winter 1981, the last phase of data analysis will occur as repeated measures comparisons are used to assess the overall pretest/posttest/posttest results, and data from the mini-studies are analyzed. All phases of the data analysis will be carried out in accordance with the research design specified for the Evaluation Study.

The final project report will be issued in February, 1981.

IV. WORK IN PROGRESS

Two products were in progress at the end of the fourth quarter. The first was a report presenting the rationale and background upon which the Life Skills Program was based. This report will review the literature related to prevention programs and examine how this literature influenced the design of the Life Skills program. Completion of this report is scheduled for September 1980.

Work is also progressing on the Student Report Forms, which will be used to collect data on student attendance and disruptive behavior. Student attendance data and available information on disruptive behavior will be collected directly from student records. Forms for recording these data will be completed by May 1980. As a second source of data on disruptive behavior, teacher ratings will be used. That is, teachers will be asked to rate each student on changes in disruptive behavior that have occurred over the course of the school year. Forms for this purpose will be completed in April 1980.

Various other aspects of the outcome evaluation are currently in progress. The most important of these include the analysis of pretest data and scheduling for the first posttest administration. Work on the mini-studies continues as a part of the overall evaluation effort.

APPENDIX

LIFE SKILLS INSTRUMENTS

My Name: _____ Date: _____

(Circle one in each row)

I am in grade: 1 2 3 4 5

I am: a boy a girl

I am: Black White Asian American American Indian Hispanic

Myself

Directions: The questions below are to find out what you like. Read each question carefully. Answer each question by circling either *Yes* or *No*.

Example Are you shy?	Circle your answer Yes	No

1. Are you a happy person?	Yes	No
2. Are other children often mean to you?	Yes	No
3. Do you usually let other children have their way?	Yes	No
4. Do you get in trouble at school?	Yes	No
5. Would you like to stay home instead of going to school?	Yes	No
6. Do you often feel unhappy in school?	Yes	No
7. Do your classmates think you have good ideas?	Yes	No
8. Do you have enough friends?	Yes	No
9. Do you like being you?	Yes	No
10. Are you easy to get along with?	Yes	No
11. Does your family think you are important?	Yes	No
12. Do you cry easily?	Yes	No
13. Do you often get in trouble at home?	Yes	No
14. Can you wait your turn easily?	Yes	No
15. Do you wish you were a different child?	Yes	No
16. Do you often break your promises?	Yes	No
17. Do you sometimes want to run away from home?	Yes	No
18. Are you good in your schoolwork?	Yes	No

Upper Elementary
Intermediate
High School

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Myself

Directions: It is important to know how you feel abut the statments that follow. For each statement, circle the *one* number which shows how much you agree or disagree with the statement. Remember, circle only *one* number for each statement.

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	It is easy for me to get along with others.	5	4	3	2	1
2.	My parents ike to know what I think about things.	5	4	3	2	1
3.	I feel I'm *not* as nice looking as most people.	5	4	3	2	1
4.	If I work at something long enough, I will succeed.	5	4	3	2	1
5.	There are a lot of times when I'd like to leave home.	5	4	3	2	1
6.	I often feel ashamed of myself.	5	4	3	2	1
7.	Things are all mixed up in my life.	5	4	3	2	1
8.	I often wish I were someone else.	5	4	3	2	1
9.	I have fun with my parents.	5	4	3	2	1
10.	I am often unhappy.	5	4	3	2	1
11.	I am a lot fun to be with.	5	4	3	2	1
12.	It's pretty tough to be me.	5	4	3	2	1
13.	I'm easy to get along with.	5	4	3	2	1
14.	Someone often has to tell me what to do.	5	4	3	2	1
15.	It is hard for me to make friends.	5	4	3	2	1
16.	The kids in my class make me feel important.	5	4	3	2	1
17.	My parents push me too much.	5	4	3	2	1

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
18.	I like being the way I am.	5	4	3	2	1
19.	I like to be called on in class.	5	4	3	2	1
20.	I'm pretty sure of myself.	5	4	3	2	1
21.	My parents expect too much of me.	5	4	3	2	1
22.	I spend a lot of time daydreaming.	5	4	3	2	1
23.	My parents understand me pretty well.	5	4	3	2	1
24.	The kids in my class make me feel that I am good at doing things.	5	4	3	2	1
25.	I can be trusted.	5	4	3	2	1
26.	I get upset easily at home.	5	4	3	2	1
27.	My family usually considers my feelings.	5	4	3	2	1

My Name: _____ Date: _____

(Circle one in each row)

I am in grade: 1 2 3 4 5

I am: a boy a girl

I am: Black White Asian American American Indian Hispanic

My Class

Directions: The sentences below are to find out what your class is like. Read each sentence carefully.

If you agree with the sentence circle *Yes*.

If you don't agree with the sentence circle *No*.

Example	Circle your answer	
My class is noisy.	Yes	No

1. Many children in my class like to cause trouble.	Yes	No
2. I am afraid to ask my teacher questions.	Yes	No
3. Most children think our class is fun.	Yes	No
4. My teacher likes *all* the children in my class.	Yes	No
5. Most children like our class.	Yes	No
6. I like being in this class.	Yes	No
7. My teacher is interested in things I do at home.	Yes	No
8. In my class I like to work with others.	Yes	No
9. I can talk to my teacher about my problems.	Yes	No
10. All the children in my class are good friends.	Yes	No
11. Some children in my class are not happy.	Yes	No
12. My teacher understands how I feel.	Yes	No
13. Children in my class are always fighting.	Yes	No
14. Some children don't like our class.	Yes	No
15. My teacher likes some children better than others.	Yes	No

	Circle your answer	
16. Some children don't like other children in the class.	Yes	No
17. Everybody in my class is my friend.	Yes	No
18. My teacher listens to me.	Yes	No
19. My teacher doesn't understand me.	Yes	No
20. My teacher likes to help all the children in my class.	Yes	No
21. All the children in my class like each other.	Yes	No
22. My teacher really cares about me.	Yes	No
23. My teacher yells too much.	Yes	No
24. All of the children in my class know each other well.	Yes	No
25. The children in my class understand me.	Yes	No
26. My teacher helps me talk about how I feel.	Yes	No
27. My class is fun.	Yes	No

Upper Elementary
Intermediate
High School

Name:_____ Date:_____

(Circle one in each category)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

School Life

Directions: How students feel about what happens in their classroom is important. For each of the statements that follow, circle the *one* number that best tells how well the statement describes the *classroom you are in right now.*

IMPORTANT: Answer all questions only for the class you are in right now.

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Every student in the class is treated the same.	5	4	3	2	1
2.	My teacher ignores some of my feelings.	5	4	3	2	1
3.	My teacher understands me.	5	4	3	2	1
4.	Each student knows the other members of the class by their first names.	5	4	3	2	1
5.	Some groups of students always work together.	5	4	3	2	1
6.	My classmates try to understand how I see things.	5	4	3	2	1
7.	All class members help in making class decisions.	5	4	3	2	1
8.	In this class I feel that when I talk nobody else really listens.	5	4	3	2	1
9.	All of my classmates get along well together.	5	4	3	2	1
10.	All of my classmates know each other very well.	5	4	3	2	1
11.	When we have class discussions I have a chance to say what is on my mind.	5	4	3	2	1
12.	I enjoy being in this class.	5	4	3	2	1
13.	Students in this class do not know each other very well.	5	4	3	2	1
14.	I really look forward to discussions we have in this class.	5	4	3	2	1

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
15.	My teacher is friendly and warm towards me.	5	4	3	2	1
16.	When we have discussions in class I just sit and say nothing.	5	4	3	2	1
17.	My teacher appreciates me.	5	4	3	2	1
18.	Each member of the class has an equal say in making decisions.	5	4	3	2	1
19.	My teacher tries to understand how i see things.	5	4	3	2	1
20.	This class helps me to listen to others better.	5	4	3	2	1
21.	This class has helped me to get along with other people.	5	4	3	2	1
22.	Each student has the chance to get to know all other students in the class.	5	4	3	2	1
23.	My teacher is interested in knowing how things seem to me.	5	4	3	2	1
24.	This class is pretty good at having discussions.	5	4	3	2	1
25.	Even when I can't say quite what I mean, my teacher still understands me.	5	4	3	2	1
26	Class members enjoy solving different kinds of problems.	5	4	3	2	1
21.	All of my classmates work well together.	5	4	3	2	1
28.	I really got to know my teacher in this class.	5	4	3	2	1

My Name: _____ Date: _____

(Circle one in each row)

I am in grade: 1 2 3 4 5

I am: a boy a girl

I am: Black White Asian American American Indian Hispanic

About Your Class

Directions: Look at the examples below. Show how well each of the words in the example describes your class by placing an (X) in the *one* square that shows how much the word is like your class.

	A lot like my class	Kind of like my class	Not at all like my class
Example 1: Noisy	☐	☐	☐
Example 2: Try another one. Kind	☐	☐	☐

Now, do the same for all the words that follow.

	A lot like my class	Kind of like my class	Not at all like my class
1. Friendly	☐	☐	☐
2. Hard-Working	☐	☐	☐
3. Gloomy	☐	☐	☐
4. Care about each other	☐	☐	☐
5. Understanding	☐	☐	☐
6. Sad	☐	☐	☐
7. Easy to be friends with	☐	☐	☐
8. Fun	☐	☐	☐
9. Fight a lot	☐	☐	☐
10. Pleasant	☐	☐	☐

Upper Elementary
Intermediate
High School

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

About Your Class

Directions: For each word below, circle the *one* number that indicates how well you think this word describes your classmates.

IMPORTANT: Answer all questions only for the class you are in right now.

My classmates are:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Friendly	5	4	3	2	1
2.	Hard-Working	5	4	3	2	1
3.	Gloomy	5	4	3	2	1
4.	Caring about one another	5	4	3	2	1
5.	Understanding	5	4	3	2	1
6.	Easy to be friends with	5	4	3	2	1
7.	Unhappy	5	4	3	2	1
8.	Fun	5	4	3	2	1
9.	Considerate	5	4	3	2	1
10.	Unpleasant	5	4	3	2	1

Research for Better Schools, Inc.

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Classroom Situations

Directions: For each question, *circle* the one response that is closest to what would be true for your class.

IMPORTANT: Answer all questions only for the class you are in right now.

1. Most of the students at your school
   a. feel that school is a waste of time.
   b. like school and try to do their best.
   c. hate every minute they're in school.

2. You need to see your teacher about an assignment. You go to your classroom before school begins.
   a. Your teacher is having coffee with another teacher and asks you to wait.
   b. Your teacher is busy grading papers and tells you you're old enough to think for yourself.
   c. Your teacher is busy, but makes arrangements to see you at another time.

3. During class, a discussion on family relationships begins. One of your classmates talks about the arguments he has with his father.
   a. Your teacher listens and trys to help him understand why these arguments might be happening.
   b. The discussion stops quickly because your teacher and the other students are uncomfortable hearing about these problems.
   c. Your other classmates join in to talk about problems they have with their parents.

4. An assembly is taking place and each class has been asked to sit together. You arrive a little late.
   a. You hurry inside to get a place with a small group of class friends.
   b. You sit down in any available seat with the class because everyone is friendly.
   c. You must sit in the back because none of your classmates will move over to give you room.

5. Your class is just beginning a new unit. There are two different ways you might study this unit — either write reports or work on group projects.
   a. The teacher decides that each student will write a report, and those who want extra credit can work on group projects.
   b. The class makes the decision by taking a vote — either they will all write reports or they will all work on group projects.
   c. Each student decides whether he or she would rather write a report or work on a group project.

6. During class, results of the class election were announced. Two of your classmates ran for president. When the votes were counted one student won, but only by a few votes. The other student is very upset.
   a. The teacher talks to both students together, trying to help the loser understand his feelings.
   b. The teacher goes on with things as usual, knowing that the loser will get over it soon.
   c. The teacher asks other members of the class to act out how they think both students are feeling.

7. You find out that you have been chosen to act as school guides for some visiting students. You are
   a. happy because you get out of class for a few hours.
   b. happy because you enjoy showing your school off to others.
   c. unhappy because you are afraid your classmates will not be friendly to the visitors.

8. As the visitors enter your classroom, they see
   a. students seated in neat rows of desks, facing the teacher at the front of the room.
   b. small groups of students working on various projects all around the room.
   c. students working on individual projects while the teacher walks around the room to help students.

9. The visitors notice that
   a. the students in your classroom seem bored and restless.
   b. the students in your classroom seem happy and interested.
   c. the students in your classroom seem tense and unhappy.

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Attitudes Toward School

Directions: Below are 28 things that you might do in or out of school. *Circle* the answer which best describes how you feel when you are doing the activity. Circle *only one* answer for each question.

HOW DO YOU FEEL:	Very happy	A little happy	A little unhappy	Very unhappy
1. When you think about your schoolwork?	4	3	2	1
2. About learning something by reading a book?	4	3	2	1
3. When you learn arithmetic in school?	4	3	2	1
4. On days when you can't go to school?	4	3	2	1
5. About having to remember so many things at school?	4	3	2	1
6. When you play games that make you think?	4	3	2	1
7. When you learn about science in school?	4	3	2	1
8. When you talk to your principal?	4	3	2	1
9. About talking with a friend about the things you have learned in school?	4	3	2	1
10. When you write stories in school?	4	3	2	1
11. When you learn to read in school?	4	3	2	1
12. When you think about how much your teacher cares about your class?	4	3	2	1
13. When you have homework to do?	4	3	2	1
14. About learning new things at home about science?	4	3	2	1
15. When you think about how fairly the children are treated in your school?	4	3	2	1
16. When you learn new things in school?	4	3	2	1
17. When you talk to your teacher?	4	3	2	1
18. When you think about how much the principal cares about the children?	4	3	2	1

Adapted from the 1974 *Pennsylvania Student Questionnaire*, Pennsylvania Department of Education, Educational Quality Assessment.

		Very happy	A little happy	A little unhappy	Very unhappy
19.	About studying something with a friend?	4	3	2	1
20.	When you come back to school after a vacation?	4	3	2	1
21.	When you are given a book for a birthday present?	4	3	2	1
22.	About asking your teacher for help?	4	3	2	1
23.	When you learn social studies in school?	4	3	2	1
24.	When you think about your classroom in school?	4	3	2	1
25.	When you practice your writing in school?	4	3	2	1
26.	When you study for a test?	4	3	2	1
27.	About reading a book by yourself?	4	3	2	1
28.	On days when you are in school?	4	3	2	1

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Attitude Toward School

Directions: Below you will find a set of statements. Circle the answer which best shows how you feel about each statment. Circle *only one* answer for each statement.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Most of my classes this year are boring.	5	4	3	2	1
2. I go to school only because I am made to go.	5	4	3	2	1
3. I would like to join a group to learn something new.	5	4	3	2	1
4. I feel that I would like to return to school from time to time during my whole life.	5	4	3	2	1
5. I would like to learn a new game even if I lose at it.	5	4	3	2	1
6. I don't like to learn new words.	5	4	3	2	1
7. I have a need to learn as a thirsty man needs water.	5	4	3	2	1
8. I want to keep learning for the rest of my life.	5	4	3	2	1
9. I try to learn things wherever I am.	5	4	3	2	1
10. Studying is a waste of time.	5	4	3	2	1
11. I try to remember a new word.	5	4	3	2	1
12. Practice problems and drills are a waste of time.	5	4	3	2	1
13. I like learning how to do something in a new and different way.	5	4	3	2	1
14. I wish that I could learn everything there is to know.	5	4	3	2	1
15. I don't like games that make me think.	5	4	3	2	1
16. It is a waste of time to read a textbook if I won't be tested on it.	5	4	3	2	1
17. I like school.	5	4	3	2	1
18. Teachers are *not* interested in students.	5	4	3	2	1
19. I would like to quit school now or as soon as I am 16.	5	4	3	2	1
20. School is a waste of time.	5	4	3	2	1

Adapted from the 1974 *Pennsylvania Student Questionnaire*, Pennsylvania Department of Education, Educational Quality Assessment.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
21. Schools help to make this a better country.	5	4	3	2	1
22. I like my teachers.	5	4	3	2	1
23. Going to school is a "privilege".	5	4	3	2	1
24. I like to get back to school after vacation.	5	4	3	2	1
25. Most of my subjects this year are worthwhile.	5	4	3	2	1
26. School is a dull place.	5	4	3	2	1
27. Teachers don't know what they are talking about.	5	4	3	2	1
28. It is very important to me to learn as much as I possibly can.	5	4	3	2	1
29. Most homework my teachers give me is a waste of time.	5	4	3	2	1
30. I like to do things that challenge me and make me learn.	5	4	3	2	1

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Attitude Toward School

Directions: Following is a series of statements. Circle the answer which best shows your feeling about each statement. Circle *only one* answer for each statement.

	Strongly agree	Agree	Disagree	Strongly disagree
1. I enjoy my work at school.	4	3	2	1
2. School is usually interesting enough to keep me from getting bored.	4	3	2	1
3. I find puzzles fun to do.	4	3	2	1
4. Teachers talk too much in class.	4	3	2	1
5. School authorities have too much control over me.	4	3	2	1
6. I would rather be out working than remain in school.	4	3	2	1
7. I don't like games that make me think.	4	3	2	1
8. I think this school prepares me to make better decisions about life's problems.	4	3	2	1
9. There is not enough variety in the way classes are taught.	4	3	2	1
10. Our school building is nice to be in.	4	3	2	1
11. I try to learn things wherever I am.	4	3	2	1
12. Students in this school are often given the opportunity to express their ideas about how the school ought to be run.	4	3	2	1
13. There really isn't much use complaining to the teachers about the school because it is impossible to influence them anyway.	4	3	2	1
14. I get more satisfaction from doing an assignment well than from receiving high marks.	4	3	2	1
15. Too much time is wasted during the school day.	4	3	2	1
16. There isn't enough variety in the kinds of courses offered by this school.	4	3	2	1
17. Teachers assign too much homework.	4	3	2	1

Adapted from the 1974 *Pennsylvania Student Questionnaire*, Pennsylvania Department of Education, Educational Quality Assessment.

		Strongly agree	Agree	Disagree	Strongly disagree
18.	I am often bored.	4	3	2	1
19.	There is little I can do about the way this school is run.	4	3	2	1
20.	I think the extra-curricular activities offered in this school are worthwhile.	4	3	2	1
21.	My relationships with teachers are very formal and impersonal.	4	3	2	1
22.	I would rather learn new ways to do things than keep on doing them in the same way.	4	3	2	1
23.	The courses available in this school are extremely valuable to me.	4	3	2	1
24.	I often read and study in my courses beyond what is required by my teacher.	4	3	2	1
25.	I spend a lot of my free time reading.	4	3	2	1
26.	I like to talk with my teachers about my ideas.	4	3	2	1
27.	Pupils in this school are given considerable freedom in planning their own programs to meet their future needs.	4	3	2	1
28.	I think that most of what is taught in this school is useless in today's world.	4	3	2	1
29.	Most teachers know what they are talking about.	4	3	2	1
30.	I would rather tackle a complicated problem than solve a simple one.	4	3	2	1
31.	Students should have more free time during the school day.	4	3	2	1
32.	Teachers are concerned only with their own subjects.	4	3	2	1
33.	I know about everything I need to know to get along in life.	4	3	2	1
34.	We have too many required subjects.	4	3	2	1
35.	Teachers help us when we need them.	4	3	2	1
36.	There is too much emphasis on getting good grades, not learning.	4	3	2	1
37.	There are not enough extra-curricular activities offered in this school.	4	3	2	1

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

MY OPINION

This survey asks for your opinions about a number of different things. We think you will find this interesting and you will enjoy answering the questions.

We need your help to make this a good study. It is important that you think about each question and answer it truthfully. If you want to change your answer, please be sure to completely erase your first answer. If you object to answering a question, just leave it blank.

The only people who will see these answers are professional researchers from Research for Better Schools, Inc. No information of any sort about individual students will ever be given to anyone by the researchers. This means that your answers will never be shown to teachers, parents, police, or anyone else.

PLEASE DO NOT PUT YOUR NAME ON THIS SURVEY.

Items were adapted from the *My Opinion Survey*, Pacific Institute for Research and Evaluation.

DIRECTIONS: Next to each question check (x) one answer.

1. DRINKING ALCOHOL (beer, wine, or liquor)...
   a. is bad for a kid's health. yes____ no____ not sure ____
   b. makes a kid feel bad. yes ____ no ____ not sure ____
   c. gets a kid in trouble. yes ____ no ____ not sure ____
   d. makes kids lose their friends. yes ____ no ____ not sure ____
   e. makes kids do poorly in school. yes ____ no ____ not sure ____

2. SMOKING CIGARETTES ...
   a. is bad for a kid's health. yes ____ no ____ not sure ____
   b. makes a kid feel bad. yes ____ no ____ not sure ____
   c. gets a kid in trouble. yes ____ no ____ not sure ____
   d. makes kids lose their friends. yes ____ no ____ not sure ____
   e. makes kids do poorly in school. yes ____ no ____ not sure ____

3. SMOKING MARIJUANA (grass, pot, hash) ...
   a. is bad for a kid's health. yes ____ no ____ not sure ____
   b. makes a kid feel bad. yes ____ no ____ not sure ____
   c. gets a kid in trouble. yes ____ no ____ not sure ____
   d. makes kids lose their friends. yes ____ no ____ not sure ____
   e. makes kids do poorly in school. yes ____ no ____ not sure ____

4. Have you *ever* smoked a cigarette?
   ____ never
   ____ once or twice
   ____ 3 to 10 times
   ____ 11 to 20 times
   ____ 21 times or more

5. Have you smoked cigarettes *during the last four weeks?*
   ____ never
   ____ once or twice
   ____ 3 to 10 times
   ____ 11 to 20 times
   ____ 21 times or more

6. Have you *ever* drunk alcohol (beer, wine, or liquor)?
   ____ never
   ____ once or twice
   ____ 3 to 10 times
   ____ 11 to 20 times
   ____ 21 times or more

7. Have you had a drink of beer, wine, or liquor *during the last four weeks?*
   ____ never
   ____ once or twice
   ____ 3 to 10 times
   ____ 11 to 20 times
   ____ 21 times or more

8. Have you *ever* smoked marijuana? Marijuana is also called grass, pot, and hash.
   ____ never
   ____ once or twice
   ____ 3 to 10 times
   ____ 11 to 20 times
   ____ 21 times or more

9. Have you smoked any marijuana *during the last four weeks?*
   ____ never
   ____ once or twice
   ____ 3 to 10 times
   ____ 11 to 20 times
   ____ 21 times or more

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

MY OPINION ON DRUGS AND ALCOHOL

This survey asks for your opinions about a number of different things, including your attitude toward drugs, and your use of cigarettes, alcohol, and drugs. We think you will find this interesting and you will enjoy answering the questions.

We need your help to make this a good study. It is important that you think about each question and answer it truthfully. If you want to change your answer, please be sure to completely erase your first answer. If you object to answering a question, just leave it blank.

The only people who will see these answers are professional researchers from Research for Better Schools, Inc. No information of any sort about individual students will ever be given to anyone by the researchers. This means that your answers will never be shown to teachers, parents, police, or anyone else.

PLEASE DO NOT PUT YOUR NAME ON THIS SURVEY.

Items were adapted from the *Drug and Alcohol Survey*, Pacific Institute for Research and Evaluation and from the *Pennsylvania State University Drug Education Evaluation Scale, Personal Drug Use Scale*.

DIRECTIONS: Circle one number next to EACH statement.

1. I *THINK* that ...	a very bad thing	a bad thing	not good or bad	a good thing	a very good thing	don't know
a. drinking alcohol (beer, wine, liquor) is .	1	2	3	4	5	DN
b. smoking cigarettes	1	2	3	4	5	DN
c. smoking marijuana (grass, pot, hash) is	1	2	3	4	5	DN
d. sniffing inhalants (sniff glue, snappers, poppers, gas) is	1	2	3	4	5	DN
e. taking barbiturates or tranquilizers (sleeping pills, downers, barbs, tranks, soapers) is	1	2	3	4	5	DN
f. taking amphetamines or stimulants (pep pills, uppers, beans, speed, crank) is ..	1	2	3	4	5	DN
g. taking serotonin (wagon wheels, bumpers) is	1	2	3	4	5	DN
h. sniffing cocaine is	1	2	3	4	5	DN
i. using PCP (angel dust, krystal) is	1	2	3	4	5	DN
j. taking LSD or other psychedelics (acid) is	1	2	3	4	5	DN
k. using heroin or morphine (smack, junk) is	1	2	3	4	5	DN

DIRECTIONS: Various substances are listed below. You may or may not have used some of these substances. In the first two columns, indicate whether or not you have used each substance *ANY TIME* in your life. In the last five columns, show the number of times you have used each substance in the *PAST 3 MONTHS*, without a doctor's prescription. Your answers will remain confidential.

2. How often have you ...	Used some time in your lifetime		Use in PAST 3 MONTHS				
	YES	NO	None in past 3 months	1 or 2 times in past 3 months	1 or 2 times per month	1 or 2 times per week	More than once per day
a. drunk alcohol (beer, wine, liquor)?	Yes	No	A	B	C	D	E
b. smoked cigarettes	Yes	No	A	B	C	D	E
c. smoked marijuana (grass, pot, hash)?	Yes	No	A	B	C	D	E
d. sniffed inhalants (sniff glue, snappers, poppers, gas)?	Yes	No	A	B	C	D	E
e. taken barbiturates or tranquilzers (sleeping pills, downers, barbs, tranks, soapers)?	Yes	No	A	B	C	D	E
f. taken amphetamines or stimulants (pep pills, uppers, beans, speed, crank)?	Yes	No	A	B	C	D	E
g. taken serotonin (wagon wheels, bumpers)?	Yes	No	A	B	C	D	E
h. sniffed cocaine?	Yes	No	A	B	C	D	E
i. used PCP (angel dust, krystal)?	Yes	No	A	B	C	D	E
j. taken LSD or other psychedelics (acid)?	Yes	No	A	B	C	D	E
k. used heroin or morphine (smack, junk)?	Yes	No	A	B	C	D	E

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LIFE SKILLS FOR MENTAL HEALTH

Classroom Observation Form

School/School District _____

Observer _____

Date _____ Time Block _____:_____ to _____:_____

Teacher _____

Grade Level _____ Subject Area _____

1. Subjects in Classroom

Number

_____ Teachers

_____ Aides

_____ Students

_____ Other: _____

2. Physical Arrangement

Number

_____ Individual student desks

_____ Small group tables

_____ Resource areas

_____ Carrels

_____ Teacher desks

_____ Other: _____

Draw Map:

3. **Major Activity Scheduled for Observation Period**

(check one category)

____ Life Skills Activity

____ Academic instruction

____ Tutoring

____ Recreation/free time

____ Other: _____

4. **Mode of Group Participation in Major Activity**

(check all that apply)

____ Entire Class

____ Small groups

____ Individual students

____ Other: _____

5. **Types of presentations**

Record the number of minutes the class spends in each of the following categories during the class period. At the end of the period, total the time spent in each category.

	Minutes per Segment					Total Time on this Activity
Lecture	____	____	____	____	____	____
Lecture/Discussion	____	____	____	____	____	____
Discussion	____	____	____	____	____	____
Question/Answer	____	____	____	____	____	____
Drill	____	____	____	____	____	____
Individualized Activities	____	____	____	____	____	____
Group Activities	____	____	____	____	____	____
Testing/Grading	____	____	____	____	____	____
Free Time	____	____	____	____	____	____
Other: _____	____	____	____	____	____	____

6. **Nature of Affective Behaviors of Staff** (Rate behaviors at end of the observation period.)

The teacher tends to:	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
a. support students.	4	3	2	1	N/A
b. show concern over individual student progress.	4	3	2	1	N/A
c. frequently criticize or make fun of students.	4	3	2	1	N/A
d. encourage students to discuss feelings.	4	3	2	1	N/A
e. tolerate student behavior that causes classroom disruption.	4	3	2	1	N/A

	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
f. develop "we" feeling with students.	4	3	2	1	N/A
g. give students the chance to express their feelings.	4	3	2	1	N/A
h. discourage student questions or requests for help.	4	3	2	1	N/A
i. positively redirect deviant behavior.	4	3	2	1	N/A
j. accept student feelings without making value judgments.	4	3	2	1	N/A
k. be fully aware of student feelings.	4	3	2	1	N/A
l. be enthusiastic.	4	3	2	1	N/A
m. involve students in solving behavior problems.	4	3	2	1	N/A
n. be caring toward students.	4	3	2	1	N/A

Narrative on teach behavior:

7. **Nature of Affective Behaviors of Students** (Rate behaviors at end of the observation period.)

Students tend to:	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
a. agree with or support classmates.	4	3	2	1	N/A
b. have difficulty communicating with the teacher.	4	3	2	1	N/A
c. be caring toward classmates.	4	3	2	1	N/A
d. require little supervision.	4	3	2	1	N/A
e. cooperate and share with classmates.	4	3	2	1	N/A
f. engage in behavior that causes classroom disruption.	4	3	2	1	N/A
g. work easily with the teacher.	4	3	2	1	N/A
h. be aware of classmates' feelings in discussion situations.	4	3	2	1	N/A
i. be aware of classmates' feelings on a personal level.	4	3	2	1	N/A
j. criticize or make fun of classmates.	4	3	2	1	N/A
k. show pride in their work and accomplishments.	4	3	2	1	N/A
l. take some responsibility for solving behavior problems.	4	3	2	1	N/A
m. feel free to request help.	4	3	2	1	N/A
n. be able to communicate with classmates in discussion situations.	4	3	2	1	N/A

Narrative on student behavior:

LIFE SKILLS FOR MENTAL HEALTH OPINION SURVEY

Identification: ___ ___ ___ ___ (enter last four digits of social security number)

Date: _____

Age: _____ under 25 _____ 25-34 _____ 35-45 ___ over 45

Education: _____ degree Years experience: _____

Field: _____ Mental Health _____ Education _____ Other (specify)_____

This survey is designed to provide valuable feedback to the Life Skills program. It should be administered both before the start of the training workshop and again after its completion. Your cooperation is appreciated.

The following statements represent commonly held opinions in the fields of education and mental health. Since these are only opinions, there are no correct or incorrect responses possible. For each statement below, please check the response which indicates most closely the extent to which you agree or disagree with the opinion stated.

1. Good mental health is desirable but not absolutely essential for maximum classroom learning.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

2. The teaching of values has no place in the classroom.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

3. Basic skills need more emphasis than Life Skills in the school today.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

4. Affective education is not related to Basic Skills.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

5. Students should be taught to share and publicly affirm their values.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

6. Unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

7. Children are generally unaware of the effects their unacceptable or disruptive behavior has on others around them.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

8. Telling a student how he/she should behave takes away the opportunity for the student to learn how his/her behavior affects others.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

9. It is wrong to teach children to accept personal characteristics which cannot be changed.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

10. The way knowledge affects one's behavior occurs only in the degree to which the individual has discovered its personal meaning for himself or herself.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

11. Whenever we solve, or attempt to solve, a problem for a student we take a learning opportunity away from the student.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

12. It is extremely difficulty to effectively integrate cognitive and affective education within the same curriculum activities.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

13. Children in school should be exposed only to those values which are commonly held by our own society.

1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
_____	_____	_____	_____

THANK YOU FOR YOUR PARTICIPATION

LIFE SKILLS FOR MENTAL HEALTH
TEACHER SURVEY

Name _____ Date _____

School System _____ Grade Level _____

Subject Specialty Area _____ No. of Years Teaching Experience _____

Directions: This questionnaire is designed to collect feedback on the Life Skills program. Since you are a participating teacher, it is important to obtain your reactions to the program. Please answer each question as honestly and completely as possible. Thank you.

1. Which Life Skills Activity Guide do you use? *(Circle your answer.)*

   A. Ages 5-8
   B. Ages 9-11
   C. Ages 12-14
   D. Ages 15-18

2. On the average how often do you use Life Skills activities in your classroom? *(Circle your answer.)*

   A. Once a day or more
   B. Several times a week
   C. About once a week
   D. Several times a month
   E. Once a month or less

3. *Before* you attended your first Life Skills workshop, on the average how often did you use similar mental health activities and materials in your classroom? *(Circle your answer.)*

   A. Once a day or more
   B. Several times a week
   C. About once a week
   D. Several times a month
   E. Once a month or less

4. Life Skills activities can be employed in a number of ways. Estimate what percent of all the Life Skills activities that you have used fit into each of the following categories.

Use of Life Skills Activities	Percent of Total
Used as separate activities	_____ %
Integrated with classroom lessons	_____ %
Introduced a teachable moments	_____ %
Other _____	_____ %

5A. Four strategies were introduced in the workshop you attended. Please indicate how often you use each of these strategies in your classroom by circling the corresponding letter below.

Strategy	Once a day or more	Several times a week	About once a week	Several times a month	Once a month or less
Listening for Feeling	A	B	C	D	E
Behavior Feedback	A	B	C	D	E
Role Playing	A	B	C	D	E
Values Clarification	A	B	C	D	E

5B. Please indicate the usefulness of each of these strategies for your class by circling the corresponding letter below.

Strategy	Very useful	Useful	Somewhat useful	Not at all useful
Listening for Feeling	A	B	C	D
Behavior Feedback	A	B	C	D
Role Playing	A	B	C	D
Values Clarification	A	B	C	D

6. For each behavior described below, circle the letter that best indicates the degree and direction of change you have observed in your students with respect to this behavior since you began using the Life Skills activities and strategies.

Behavior	Very postive change	Positive change	No change	Negative change	Very negative change
Students' ability to express their feelings.	A	B	C	D	E
Students' ability to accept their feelings.	A	B	C	D	E
Students' ability to accept the feelings of others.	A	B	C	D	E
Students' ability to accept the values of others.	A	B	C	D	E
Student's self-confidence and self-awareness.	A	B	C	D	E
Students' ability to get along with one another	A	B	C	D	E
Students' ability to cooperate and relate to you (the teacher).	A	B	C	D	E
Students' ability to control their behavior and solve problems before they become major disruptions.	A	B	C	D	E

7. Have you seen any noticeable changes in individual students since you began using the Life Skills activities? Please describe.

8. Other comments on the Life Skills program.

Activity Log for Life Skills for Mental Health 5-8, 9-11, 12-14, 15-18

Teacher _____ Grade Level _____ School _____ Subject _____

Activity Name (and number, if any)	Page No.	Date	Group Size (✓)			First time activity used? (Yes or No)	Activity Use (✓)			Time spent on activity (to nearest 5 minutes)	Class Reaction				
			Whole Class	Small Group	Individual		With other subject matter	As a separate activity	At a teachable moment		Very Positive				Very Negative
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1

For the time period covered above, circle the response that best describes the frequency with which you used each of the following strategies in your classroom.

Listening for Feeling	Daily	Weekly	Monthly
Behavior Feedback	Daily	Weekly	Monthly
Values Clarification	Daily	Weekly	Monthly
Role Playing	Daily	Weekly	Monthly

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